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ABSTRACT

The foundation for this publication was a workshop at The University of Michigan which put together three programs in the area of psychological education. These three group approaches, documented by research, are presented. The first approach assists people, through achievement motivation training, to be more effective in reaching their goals. Some ingredients of such a program include measuring achievement thinking, learning achievement thoughts and action strategies, experiencing achievement thinking, and practicing achievement strategies through goal setting. The second approach, human potential training, helps people to expand their goals and to realize more fully, their potentials. Because it focuses on positive characteristics, this approach is particularly suitable for the public school setting. The third approach, elimination of self defeating behaviors (SDB) helps people rid themselves of behaviors detrimental to achieving full potential. A unique feature of SDB groups is strong direction provided by the leader. Some guidelines for implementing the three programs are offered, and two appendices are included. Appendix A provides references covering group approaches and special problems. Appendix B, a Guide to Career Goal Accomplishment, indicates ways in which achievement motivation research and training can be related to career development planning and exploration. (EAK)

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DEVELOPING STUDENTS' POTENTIALS

Edited by Robert L. Smith and Garry R. Walz

Three Group Approaches

Achievement Motivation Training (n-Ach)
Human Potential Group Training
Eliminating Self Defeating Behavior Training

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Editors:

Robert L. Smith, Ph.D., is the associate director of the Educational Resources Information Center/Counseling and Personnel Services and a lecturer in Counselor Education at The University of Michigan. He conducted training in, and researched the three group approaches.

Garry R. Walz, Ph.D., is the director of the Educational Resources Information Center/Counseling and Personnel Services and a professor of Counselor Education at The University of Michigan. He is also the past president of the American Personnel and Guidance Association and author of several books, articles, and papers in counseling and guidance.

Contributors:

Milton R. Cudney, Ph.D., is a psychologist at the University Counseling and Testing Center, Western Michigan University. He is the developer of the Eliminating Self Defeating Behavior Program, and director of workshops in the use of eliminating self defeating behavior group concepts.

Marlene B. Pringle, Ph.D., served as an assistant director of the Educational Resources Information Center/Counseling and Personnel Services and lecturer in Counselor Education at The University of Michigan. She has researched and written about work roles of women and effective techniques in counseling women.

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Introduction

The greatest drain on the economy has been the ineffective utilization of resources. A major resource, too often neglected, has been the human resource. Corporations, governmental agencies, and educational institutions have all witnessed the problem of helping their constituency to develop their full potential. The literature fails to provide comprehensive information and insights into programs that have been used to deal effectively with this problem. This publication focuses directly on the problem by providing the reader with three specific training programs that have been conducted in a number of different settings. Research concerning each program is provided, along with additional references for the interested reader. It is intended that this publication be helpful to the professional interested in developing students' potentials.

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The foundation for this publication was an Impact workshop, conducted by the ERIC/CAPS staff at The University of Michigan. The workshop successfully put together three effective programs in the area of psychological or affective education. Specific concepts from three programs--achievement motivation training, human potential training, and eliminating self defeating behavior training are included.

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CHAPTER I
Psychological Education and Achievement Motivation
Introduction and Overview of Psychological Education

Garry R. Walz

The focus of psychological education is personal development. The major assessment of outcome is not on skill training, but rather on the personal impact or stage of psychological growth of the person. Throughout the country a handful of individuals have created and are using programs that deal directly with areas such as: goal setting, value clarification, understanding self, increasing personal efficacy, having more satisfying relationships, etc. One of the first programs of this nature was developed by David McClelland who employed specific training techniques to increase participants' levels of achievement motivation.

What is meant by psychological education? The following example might be helpful. You probably heard that not long ago, the eastern part of the country had its worst flood in history. There has never been a flood so extensive, far ranging, and devastating to so many states as the one which hit the East. Virginia and parts of Maryland were inundated by water; The Golden Triangle in Pittsburg was very much under water, including the Governor's Mansion. There were many deaths reported there because of two things: (1) the inability to forecast the extent of the downpour, and (2) people's way of responding. In South Dakota people were presented with data that said, "you'd better be prepared; all of our predictions suggest we are going to have an extremely heavy rain with a real possibility of flooding." What was interesting was the kind of psychological behavior of people confronted with a crisis. Imagine, if you will, that you were in your house in a suburb in that area, and, in the middle of the night, you heard a loudspeaker blast out from a patrol car saying you had fifteen minutes to gather your possessions and be at a certain point for evacuation. How would you have reacted? Suppose somebody wanted to stay. Suppose there was a split in your group; the wife wanted to go, the husband didn't. Some people in the

community wanted to go, some didn't. What would you take with you? What plans would you make? I think the interesting thing was that this describes precisely the kind of conflict, the kind of confrontation that people were experiencing all over the East without any previous planning or expectations. They had to make very critical decisions and judgments in a short time and without much data. I think there was a great deal of re-education going on there in the sense that the people were saying, "You can't really depend on the kind of training or experience that you have had in the past to help you deal with these important life questions." There are PhD's in science--the area is just loaded with educated people with all kinds of credentials and pedigrees. It was interesting to note that these were no guarantee of rational behavior in a crisis situation. Many people who you might have expected to behave well did not in fact do so.

To me this was illustrative of the kind of thing that now concerns us. It raises questions about where we are in education--are we preparing people in our educational system for the sort of things which are really crucial, vital to their lifetime experience? Recent assessments seem to reveal that we are doing reasonably well in the three R's with some students, but in a lot of other areas, the critics of education say that we're ignoring what people need to do, how they behave, in what ways they need to be skillful. Our present education isn't really dealing with these things--Washington really brought that home to me when I saw people who were very credentialled and knowledgeable in many ways not knowing how to behave. I think you might put this under the general topic of "do people feel that they can cope with the kinds of problems and situations that confront them daily?" One of the things that I read from the youth culture is the feeling that a lot of youth don't think they can cope very well, and maybe the fact that suicide is now the third highest cause of death

among teenagers is an expression of that. The alienation, the drug use, the dropping out, the disruption and questioning of all education is an expression of where youth is at, to what extent they feel curriculum makers have identified crucial things. I suppose what we are experiencing now is that while youth has always questioned and rebelled, the young person today is really exposed and vulnerable to all the social problems, concerns, and needs which exist. They get it on TV, they experience it directly. In a sense, they become old much younger today than ever before. Because of all the changes in our society, what young people experience by the time they are 18 is very different in this TV generation, this media age, than in previous generations. I think this has led, not only in Michigan, but in states around the country, to demands for new kinds of education. Some people have called it affective education, more generally it goes by the title of psychological education. This is the kind of education which is not really academic education and academic knowledge as much as it is an experiential kind of education--education that focuses on feelings and thoughts and actions of the individual. Its real concern is to bring together academic knowledge, skills, and the individual's feelings and to integrate these in such a way that the individual can be effective and impactful in the way he copes with the problems he faces. It's one thing to know a lot about the War of 1812 and another to face death in the family, what it means to your life style, and how you go about organizing your own life after that. If you're confronted with a situation where both alternatives are unattractive, how do you decide which alternative to choose?

Coping today really involves all these things. It is a matter, first of all, of having knowledge. It's a matter of having action strategies, knowing the options in a situation; it's a matter of bringing your feelings together. In schools we have departmentalized these three. In one part of the curriculum you get knowledge information; in another, specific training in vocational skills and

action skills; and then, maybe, you may focus on your personal feelings and behaviors. I guess the critics have pointed out that we have never really put the three of them together in an integrated, synthesized way. This is what psychological education is all about--it is a key component.

There are some very exciting developments in education today which have a lot of relevance and meaning for counseling. Education needs people who have the kind of imagination, skill, commitment, and leadership necessary to introduce and manage these developments in a variety of systems and programs. For example, one of the things we see coming out of a program of psychological education is value clarification--how do people choose the best alternative from a wide variety of courses of action, each of which represents different values? What is the right life style? What are really important values? How do you choose them and how do you know when you have a meaningful sense of values? What about affiliative motivation? How do we go about relating better to other people and gaining from this? What do we mean by affiliation? Why does motivation seem so underdeveloped in terms of our typical school experience? What about creativity, how do you foster it? Is it inherited, or can it be trained and learned? Evidence is pretty convincing, by the way, that you can train and help people to be creative. The whole area of interpersonal sensitivity is one with which we are now dealing. It has been said that although Americans are probably more identified than any other population in the world, they are the population least certain about their own identity, least certain about what is important to them in their society. This is a problem we c a n focus on and do something about.

One aspect of psychological education is in the area of achievement motivation. It focuses on the question of, "How does an individual go about being more effective, more efficient in reaching his kind of excellence, in becoming the kind of person that he can be and wants to be?"

Achievement Motivation and Achievement Motivation Training

Robert L. Smith

With the continued development of programs designed to increase students' potentials it becomes difficult to fully evaluate program effectiveness and potential usage. In the current professional literature, one uncovers a number of new group programs or original approaches. Too often these programs are not fully explained or fully researched. In the past, training programs were related to a particular institution, university or setting that carried a certain amount of credibility. Often a program or approach was associated with a well known person in the field such as Glasser and Reality Therapy. Today we see a number of agencies outside of education coming to the forefront. Corporations and private organizations are developing training programs with the additional purpose of making a profit. This makes it more difficult for one to evaluate the worthiness of what is advertised as being effective.

Under the umbrella of psychological education, there is one specifically structured program that deals with achievement motivation. A great amount of research on motive formulation predicated the development of this program. During the last thirty years, a number of studies focused on the development of the achievement motive. The greatest amount of research emanated from Harvard under the direction of David C. McClelland. After years of study, McClelland and others identified a means of measuring the need to achieve in individuals. The final instrument, the Thematic Apperceptior Test, focused on the thoughts and feelings of the person who has a high need to achieve. This instrument was utilized in several countries, including the United States, Japan, Germany, Italy and India in order to obtain a general

measure of man's level of achievement motivation. A good indication of the seriousness of thought given to achievement motivation level as assessed by the TAT is found in McClelland's book, The Achieving Society. The text relates achievement motivation to production levels in several countries. The basic premise is that high achievers are the people who keep things going, who develop the country's economy. This striving spirit creates nations which are strong economically which, in turn, influences national strength in a number of other areas. Research cited in the text shows that when achievement imagery is high, when people are thinking in terms of achievement, production of the country is at its peak. At the same time, when a civilization has faltered, it is preceded by low levels of achievement thinking. McClelland uses several examples that impressively support his view.

Extensive research on achievement motivation has identified: (1) thought patterns and action strategies characteristic of the person with a high need to achieve, and (2) training procedures that can increase the achievement motivation level and general activity of participants. Early training programs were subsidized through government funding. The training programs were incorporated in underdeveloped countries after it was realized that businessmen were not utilizing the material support given to them under U.S. funding. Training on how to best use the new opportunities seemed essential if the countries were to develop. As a result, a number of studies revealed the effectiveness of achievement motivation training with businessmen in India, Turkey and Japan. After twenty to thirty hours of training, businessmen significantly increased their productivity. The common criteria used was a businessmans' code. The code rated one's productivity level according to promotions, increased activity, expanding the business, and a number of other related variables. The research was sophisticated to the point of using matched controlled groups of businessmen as participants in traditional business training

seminars. The groups in the achievement motivation training programs fared significantly better than did their counterparts in terms of increased productivity and business activity. The results of a similar training program conducted with a corporation in the United States is described by Aronoff and Litwin in the Journal of Applied Behavioral Science, (1971, v. 7).

Within the last four or five years, achievement motivation concepts have been incorporated in educational settings. Also, a number of training agencies have mushroomed across the nation. In a recent conversation with a training program staff member from New York I asked "To what degree are you conducting achievement motivation training?" The answer was, "A great deal, and throughout the United States. We also conduct training programs to increase one's affiliative motive and one's power motive." A number of community colleges have also organized achievement motivation training programs. Two community colleges in New York: Corning Community College, and Jamestown Community College have been particularly active in this area. A book directed toward education, Teaching Achievement Motivation, has recently been published.

The achievement motivation training program utilized in business, and more recently in education, can be summarized in three stages. The first stage of achievement motivation training deals with one's thoughts and feelings about achievement in general. It might be described in terms of a role construct theory (Kelly, 1964), with one's behavior believed to be in large part determined by the way a person construes the world, and more specifically by the way he sees himself as fitting into that particular world. The Thematic Apperception Test is used in this stage. Ten basic thoughts, associated with the high achiever, are examined in relation to one's own thinking. Phase One of a training program in achievement motivation deals precisely with these ten thoughts. A summary of achievement thinking includes:

(1) ACHIEVEMENT IMAGERY (AI) -- Desire for excellence

Competition with others	(CO)	All 4 kinds of AI show a
Competition with self	(CS)	desire for excellence.
Unique accomplishment	(UA)	
Long term involvement	(LTI)	

(2) NEED (N) ---- Deeply wanting to achieve something

(3) ACTION (ACT) --- Planned action toward achieving excellence

(4) HOPE OF SUCCESS (HOS) ---- Expecting success before it is achieved

(5) FEAR OF FAILURE (FOF) ---- Worry about failing before it happens

(6) SUCCESS FEELINGS (SF) ---- Good feelings after success

(7) FAILURE FEELINGS (FF) ---- Bad feeling after failure

(8) WORLD OBSTACLES (WO) ---- World obstacles interfering with success

(9) PERSONAL OBSTACLES (PO) ---- Personal obstacles interfering with success

(10) HELP (H) ---- Resources to help goal accomplishment

Taken by itself, it is not a very effective tool, but when utilized in a group process where the participant can relate his achievement thoughts to his own life, it becomes very effective. Let's assume that you are a participant. When you begin a particular task, a number of thoughts and feelings about that task enter your mind. You may look at obstacles that might get in the way of accomplishing that task. Obstacles outside of the individual are called worldly obstacles. At the same time you may look at personal obstacles that get in the way of task accomplishment. This may be done regardless of whether it is achievement in school, getting a job outside of school, or doing something well in another setting. During this time self concept feelings and personal feelings about self in relation to achievement tend to surface.

Other thoughts are associated with the feeling one may have before beginning a particular task. This may include fear of failure and hope of success. Thus during Phase I of the training program, one is able

to get closer to his own thoughts, feelings, and actions. In some sessions a spin-off may occur through the use of the ten achievement thoughts, (e.g., delving into the personal obstacles that have prevented one from reaching his particular goals).

Following the exploration stage a second phase allows one to further focus on behavior and thought sequences through simulated experiences. In this phase, simulated games, such as the origami game, and the ring toss game are utilized. More specifics regarding this stage are discussed later.

The third and final phase deals with trying to utilize on the outside what has been learned in Phase I, and what has been practiced and experienced in Phase II of the training. A very specific goal setting plan is used. The plan follows the structure of achievement thinking. Greater detail is also included in a model achievement motivation training program covered later.

In terms of outcome, the following has occurred as a result of the achievement motivation training. In education, students who have gone through a training program involving 20 to 30 hours have:

(1) increased their long-range career planning

(2) improved their grades (although this is not always a good criteria because grades are often an external factor over which students have little control)

(3) increased feelings of being in charge of themselves and their thoughts

(4) increased attendance

(5) increased achievement test scores

(6) increased achievement-related behavior such as getting a job

(7) increased study skills and study habits

(8) developed new interests and hobbies

(9) increased self esteem

(10) in one study, changed their TV preferences

These outcomes are taken from several studies more fully covered at the end of the chapter. In summary, David McClelland says of the training program.

> "Our experience with the effectiveness of short term training courses in achievement motivation for adult businessmen in India and elsewhere supports an adaptiveness of the personality structure. I have seen men change, many of them quite dramatically after only a five day exposure to our specialized techniques of psychological instruction. They changed the way they thought, the way they talked and the way they spent their time. The message is clear: adults can be changed, often with a relatively short exposure, to specialized techniques of psychological education."

The overall design of the program should include: (1) essential ingredients associated with successful methods in working with students of varying abilities (Bednar and Weinberg, 1970), and (2) activities that center about the development of achievement motivation (McClelland, 1969; Alschuler, et al., 1970).

Literature has shown certain characteristics, essential ingredients, to be associated with successful training programs:

(1) structured rather than unstructured

(2) lengthy rather than brief (at least a semester as compared to a one-week or weekend program)

(3) counseling aimed at the dynamics of achievement (content includes cognitive as well as affectively toned sessions)

(4) having high levels of therapeutic conditions (empathy, warmth and genuineness), (Truax, and Carkhoff, 1965)

(5) appropriate to the needs of the students (personal goal setting and planning)

When the above conditions are met, it is believed that achievement motivation can be effected through a series of experiences that describe, relate the importance of, and allow the internalization of the achievement

motive in individuals.

The design of the traditional achievement motivation program (McClelland, 1965) draws upon four types of empirical information. McClelland first cites animal learning. Second, human learning experiments have also shown the importance of repetition meaningfulness, distribution of practice, and recitation as viable factors in effective learning. Psychotherapy (Rogers, 1961) has stressed the importance of the climate in order for change to take place. Research in attitude change stresses the importance of using reason or prestige to support an argument; affiliating with a new reference group is also crucial in developing a program in motive acquisition in order for it to profit from what is already known about facilitating learning or producing attitudinal change.

The overall intent of most of the training programs that have followed along with McClelland's thinking (Kolb, 1965, Alschuler, 1970; Ryals, 1970) has been to give participants a clear perception of the n Achievement scoring categories and the n Achievement (need to achieve) behavioral syndrome. The n Achievement categories specifically follow the scoring code for the Thematic Apperception Test, and identify the thinking process and feelings associated with high achievement. The n Achievement behavioral syndrome includes the behavior strategies associated with the high need achiever: moderate risk-taking, personal commitment and responsibility taking, realistic use of feedback, and effectively exploring the environment.

Alschuler, Tabor and McIntyre (1970) recently published a test entitled Teaching Achievement Motivation. The authors have presented an overall description of the training program, in terms of a six-step sequence, that causes the arousal and internalization of the achievement motive:

1. Attention: As every teacher knows, you must get a student's attention before any learning can take place. We found this

can be done by dramatic settings and unusual procedures which are moderately different from everyday teaching methods.

2. Experience: The student must vividly experience the thoughts, actions, and feelings comprising the motive. This is accomplished through a variety of games.
3. Conceptualize: To clarify the motive, students are taught to conceptualize and label the components of the motive. Many traditional teaching methods for building vocabulary are used in this phase.
4. Relate: The relevance of the motive is assessed by examining its relationships to the person's ideal image of himself, his basic values and the everyday demands of his life.
5. Apply: If the person decides to increase the motive, the course instructors should help him practice applying the motive in several real goal-setting situations.
6. Internalize: If the motive is to be internalized, the final step is for the instructors to progressively withdraw external support while maintaining the level of voluntary use and satisfaction.

(Alschuler, Tabor and McIntyre, Teaching Achievement Motivation, 1970, p.11.)

Specific Training Program Content

We recommend that a training program utilize many of the above principles in conjunction with several activities that seem to be effective in motive acquisition. The training program can be described in three phases: cognitive teaching, in-group experiencing and modeling, and out-group application.

Phase One: Cognitive Teaching

The first phase of the training program includes four sessions. This involves direct teaching of achievement motivation thinking and action strategies. The rationale behind this step is that one has to first fully understand the concepts and ideas before any real internalization and utilization can take place. Once these basic thought patterns are understood, one has the choice of increasing his achievement behavior by incorporating the principles into his own thinking, thus developing thought sequences that are more related to persons high in achievement motivation. It is evident that this philosophy correlates with past thinking of McClelland and others who view the need to achieve as one motive placed on a hierarchy with other motives. It also follows a think-talk-act model described by Kolb (1965). Implicit in this argument is that one is more likely to take action upon things that have been given a great deal of thought and that have been talked about with others. Talking with others often leads to a form of verbal commitment resulting in action.

The overall intent of phase one is that the participants receive a clear perception of the n Achievement thinking (n Achievement scoring categories) and the n Achievement behavioral syndrome, namely, the behavioral strategies of moderate risk-taking, personal commitment, and the realistic use of feedback. A breakdown of the sessions in

phase one follows:

Session One: Statement of program purpose; outline of program is presented to participants
Get acquainted
n Achievement test given under neutral conditions
n Achievement test explained

Session Two: Membership review
Research presented on relationship between achievement motivation and other variables
Research presented on characteristics of person with high achievement motivation
Distribution and explanation of n Achievement Test scoring system

Session Three: Participants score own tests
Discussion of results
Practicing achievement thinking by rewriting stories filled with achievement imagery

Session Four: Review of achievement thinking
Review of action strategies of high achiever
Discussion of case studies and examples of individuals high in achievement motivation

At the conclusion of phase one, the participants should be thoroughly familiar with the high achiever's way of thinking: thoughts of success, fear of failure, plans for instrumental activities, and goal setting. During the review, personal examples should be given where participants have experienced these feelings in past situations.

Phase Two: In-Group Experiencing and Modeling Behavior

The second phase of the training program consists of two basic elements: (1) Prototype experiences of the behavioral syndrome within the group. (2) Influencing the learning of new behaviors through the use of achieving models.

The Origami Game provides the opportunity to practice the action strategies of moderate risk-taking, researching the environment, utilizing concrete feedback, and taking personal responsibility. This game, structured to create a prototype achievement situation, according to Alschuler (1970) has the potential of being the most fun and most valuable aspect of the training. During the game, each participant, as a president of a company, is given information about costs and selling prices. Estimates are then made as to how many products can be made during a six-minute production period.

Studies have demonstrated that significant models are influential in the learning of new behaviors by the observing subjects (Bandura, 1967; Bandura and Walters, 1963). It is believed that the motive to achieve is also influenced by the presence or absence of adequate achieving models in one's immediate environment or life-space. Guest speakers should be invited to talk with participants for this reason. The object was to find out how achievement motivation may have played a part in determining the success of the individual.

Phase two consists of four sessions. An outline of the sessions follows:

Session One: Guest Speakers

Session Two: Origami Game

Session Three: Origami Game

Session Four: Guest Speakers

At the conclusion of phase two, a further internalization of the achievement motive should take place through observing and practicing achievement thinking and behavior strategies.

Phase Three: Out-Group Application

The third phase of the training program deals with the transfer of achievement behavior from within the group to outside settings. In this final phase, less dependence upon the group, or external source is stressed, and more emphasis is placed upon personal goal setting, planning, and internalization of achievement behavior.

To begin this phase, successful results have been found by participants performing an exercise of answering the question, "Who Am I" in as many ways as possible (McClelland, 1969). Answers to this question are discussed in terms of achieving behavior. This, according to Alschuler and others (1970), can be seen as withdrawal from the group into personal aims and more direct usage of achievement learning. One individual conference between a group leader and participants follows regarding goals, plans, and how to utilize achievement thinking. The final session includes a review of some of the key points in the achievement motivation training program through the use of the film "Need to Achieve." Discussion and evaluation should follow the film.

An outline of phase three includes:

Session One:	"Who Am I" exercise
	"Who Do I Want To Be" exercise
	Discussion
Session Two:	Goal Setting
	Achievement Plans
Session Three:	Individual Conferences
Session Four:	Summary Film
	Discussion

In conclusion, the above structure should supply other researchers with a clearer understanding of the present achievement motivation training program. It should also make implementation into other settings somewhat easier. Flexibility within this program is extremely important. Careful evaluation after each of the sessions and phases should take place in order to construct the most effective program.

For example, you should leave room for spontaneity and individual differences. As investigators McClelland and Alschuler have stressed, only then does the program encourage each individual to find his own unique way of satisfying his concern for excellence.

In closing, it would be nice if the above outlined program could simply be plugged into one's own setting. Although it may be possible to do this, a word of caution is in order. Assessment should first take place. Background of students certainly needs to be examined. Will participants be able to learn the new concepts, the language? How important is achievement motivation to them in their future career etc.? Does the leader clearly understand the concepts? Has internalization taken place? The best way to teach achieving behavior is to model such behavior. The above questions should be worked out before program adoption. Sex differences in regard to achievement motivation are also clearly evidenced. The following comments on achievement motivation and achievement motivation training in relation to males and females should be helpful for those interested in using these concepts.

Using Achievement Motivation Training with Females

Marlene B. Pringle

There are some special problems experienced either by females participating in achievement motivation training or by counselors using achievement motivation training with a female population. Essentially, it is easier to introduce achievement thinking concepts and to train a client to consistently indulge in achievement thinking if the client is male. Difficulties in using achievement motivation training with females occur because, while the achievement thoughts and techniques to be introduced and reinforced in most training programs are highly supportive of the traditional male role and function in our society, many of these concepts and patterns of thought are in conflict with the traditional female role and function. In addition, while the male is consistently reinforced and rewarded by society for demonstration of these attributes of thought and the success resulting from such thinking--and comes to associate only positive consequences with successful performance--the female may be much more ambivalent. She may, because of her past experience or her present needs, associate negative as well as positive consequences with the demonstration of achievement thinking and successful completion of tasks.

Before discussing the research which documents difficulties inherent in achievement thinking for women--named in the literature "fear of success"--I will give a quick review of the thought patterns that characterize successful achievers:

First, and most importantly, these people value accomplishment--they have a need to do something unique, to do something faster, cheaper, or more efficiently, to out-perform others, to be competent, to master their environment.

Second, achievers always measure success by some concrete standard of excellence--does it work, will it go, is it more efficient, is it better?

Third, they have realistic levels of aspiration and take calculated risks. They select goals which are of an intermediate level of difficulty for them, goals that depend on their own abilities rather than chance, and they persist longer than others at such tasks. Achievers are able to calculate both where they can get the necessary help for completion of tasks and what kind of obstacles exist in themselves and in the world which they must overcome. For them, success is likely even though it is not assured.

Fourth, they believe that successful completion of tasks will be rewarded and will make them happy. In their fantasies, they are able to think ahead to how wonderful it will be when they reach their goal.

The achiever is thus a highly motivated, realistic, practical and active person--one who has a pretty good idea of what he wants and who actively strives to accomplish the same. While not hesitant to ask for help from legitimate resources, the achiever is, of necessity, comfortably competitive against some external standard of excellence. The image of success triggers both internal feelings of well being and competence and the expectancy of external rewards--a promotion, recognition, praise, perhaps even gratitude or affection from others

All these characteristics have been painstakingly researched one by one, and the data developed into a consistent and systematic theory by McClelland, Atkinson and many others. In the numerous research studies which contributed to achievement motivation theory, consistency in characteristics and behavior emerged only when the researchers dealt with male subjects. Similar studies with female populations invariably produced conflicting and unexplainable results. For example, in one study, the "arousal instructions" motivated men toward higher achievement by stressing the intelligence or leadership ability needed for successful completion of a task; however, women were stubbornly unchanged by such instructions. Time and again, study after study, women perversely failed

to exhibit the male pattern of achievement arousal and behavior. Finally in 1968, Matina Horner traced the source of all this confusion.

Using some of the same instruments developed to assess achievement motivation in the male, Horner developed a method to score for "fear of success." And just as she predicted, when her scoring procedure was applied, males manifested almost no fear of success but females exhibited it often and in various forms.

What she found was that achievement-oriented males and females differed markedly in their visions of the consequences of good performance. Outstanding success was a source of pride for the male--it actually enhanced his attractiveness as a spouse, a father, a potential lover.

Females, on the other hand, while perhaps having an equal internal need to achieve, were less sure of the potential consequences of outstanding success--particularly the social consequences.

When women who were high in fear of success were asked to describe a successful woman, they envisioned her as "without love, without pity, without virtue, without sex." The successful woman, according to those who fear success, is unattractive to males, lonely, isolated, abnormal, not passionate, not nurturing, not affectionate. They suggested that she should cover her intelligence and keep her accomplishments secret--thus not antagonizing her male colleagues or ruining her chances of successful affiliation. Success for these women was associated with fears of social rejection, feelings of being abnormal as a female, and often success was simply denied as a possible consequence of performance.

Matina Horner concluded that "Mead's 1949 observation about the relationship between achievement and sex roles was still valid." Whereas men are unsexed by failure in our society, women are unsexed by success.

The more successful, independent, and outstanding the female is with regard to task achievement, the more she feels that she risks losing her femininity, that society will view her as a hostile and negative force, that males will not see her as sexy nor seek her as a potential mate, that

she will be rejected, alone, and unable to meet her needs for affiliation, love or maternity. For women who are high on measures of fear of success, the expectancy of success triggers not good feelings about self but anxiety; the greater their fears--the more intense that anxiety will be.

Recent research suggests that the number of women who suffer some degree of fear of success is impressive. Studies of high school and college populations suggest that somewhere between 40 and 80% of the female population is subject to such fears. The more successful the population being studied, the greater the percentage of subjects exhibiting fear of success. Thus, as one looks at the studies, one finds that by percentage, freshmen women show more fear than high school girls, seniors show more than freshmen, and graduate students more than seniors. Furthermore, the greater the individual fear of success or the threat of outstanding success, the more likely it is that the female will not explore her intellectual potential. Competitive situations are generally not appealing to such women, and if the competition involves males--it becomes anathema. She will belittle and downgrade her own performance, report a B rather than the A that she really received, and if all else fails she will simply deny that any success occurred at all.

While estimating "fear of success" for individual women involves many dimensions, the practicing counselor should keep a rule of thumb in mind: the more comfortable and secure an achievement-oriented woman is in her femininity, the less likely she is to have a high fear of success. The more self-doubts about her femininity she has, the more likely is fear of success.

The fact that some females will fear success should not prevent the counselor from using achievement techniques in working with female populations. Indeed, these techniques are effective. The perceptive counselor using these techniques will quickly learn to recognize the symptoms of fear of success. Certain techniques are designed to help trainees identify any legitimate gaps in their achievement strategies,

and thus lend themselves to exposing fears of success and getting such fears out in the open where they can be seen realistically.

This is not to say that there are no negative consequences for achieving females. Unfortunately, many of their negative expectancies have an all too real basis; however, just as there are negative social consequences for high achievement, there are also negative social consequences inherent in deliberately avoiding the best performance of which the individual is capable. Use of techniques developed for achievement motivation training can help females to recognize both their fear of success and the consequences of its effects on their achievement strategies. Females who are aware of their motivation to avoid success are then at least in the position of making a more informed decision as to their subsequent behavior.

Research and References in Achievement Motivation Training Group Programs

In order to thoroughly evaluate a program such as achievement motivation training you should be familiar with (1) operating programs and (2) outcomes of operating programs.

The following five achievement motivation training programs incorporated in various settings throughout the country should provide the reader with this background. References found at the end of the chapter, will make it easier to complete a more in-depth study of a training program that seems particularly attractive.

1. Aronoff and Litwin, (1971), conducted an achievement motivation training program for middle aged executives from a major American corporation. The sixteen men, all college graduates, ranged from age thirty one to fifty one. The men in the training program were matched with a control group from the same corporation who participated in a four week management development course. In a two year follow-up on eleven of the original sixteen trainees that were still with the corporation, significant advances were made by the men who took the achievement motivation training in comparison to the control group. Significant changes included rises in salary of over ten per cent a year and/or unusual rates of advancement (Aronoff and Litwin, 1971). A business activity coding guide was used as a measure of advancement activity.

2. Kolb (1965) used achievement motivation training with a group of underachieving high school boys attending summer school at Brown University. Students were selected on the basis of having high IQ scores (120 and above), and low grades (C or lower). Kolb utilized the following activities in his study: teaching characteristics of people with high need to achieve, experimenting with learned behaviors through

simulated games, completing need achievement tests, learning the scoring system, understanding risktaking behaviors, and discussing learned concepts in relation to self. Kolb used a system, reported in Warner, Mecker, and Eells (1949) to rate the socioeconomic status of students. Father's occupation was the major criterion for rating the SES.

As his dependent variables, Kolb used the Stanford Achievement Test change scores, along with grade point average change scores. No significant changes were found in Stanford Achievement Test score results. Grade point averages for the following fall semester were obtained for most of the experimental and control subjects. Kolb reports finding "that the total grade average of high SES experimental subjects improved more than the controls in the following semester." Kolb also found the trend reversed for the low SES experimentals. In most cases the low SES experimental subjects improved less than the control subjects.

3. McClelland (1967) reported a study conducted in a Boston suburban school system. This investigation involved tenth grade students described as 'seat warmers'. They were invited to participate in an achievement motivation course for people with unused potential. The final sample used in this study was small; eight student participants in the Fall of 1966, and twelve students in the Spring of 1967. The attrition rate for this group was fairly large, (several of the students dropped). Ten students completed the training. A control group, matched for IQ and grades was also utilized in the experiment. The results revealed that seven of the nine fully-trained boys gained at least a letter grade step in their averages following treatment. Only three of the controls showed such a gain. The change in grades proved to be significant at $p < .04$ (McClelland, 1967). Other measures of academic effort, such as absences from school and interview data secured by McClelland, showed some evidence that the training produced a measurable increase in academic effort.

4. In another study in this area, (Ryals, 1969) a five day achievement motivation workshop was conducted for teachers, who then served as

trainers in a four weekend training program for students. A camp site was used for training one group of students, while the high school setting was utilized for training a second group of student participants. Seventeen of the tenth graders and twenty four of the eighth grade students attended all four weekend meetings at the camp. Twenty seven of the tenth grade students and nineteen of the eighth grade students attended all sessions at the high school.

Stanford Achievement Test scores and grades were used as the two main dependent variables studied. The science scores on the Stanford Achievement Test supported the training program, while the social science test scores on the same test did not. Grade point average in Ryals' study showed a slight supporting trend for the experimental group.

5. In a study conducted at the University of Hawaii (Tang, 1970) treatment was designed to induce academic achievement behavior among eleventh and twelfth grade students. The subjects were thirty-eight students whose grade point average was more than one standard deviation below their predicted level, according to standardized test results. Fifteen subjects participated in what was called achievement counseling (Tang, 1970). The program consisted of a combination of affective and cognitive inputs to increase achievement behavior. Goal setting and planning behavior were some of the inputs included in Tang's training program that resembled sessions in other achievement motivation when comparing the achievement-counseled groups to the regular-counseled and the non counseled groups. Farquhars' (1963) Michigan State Motivation Scales were used to measure motivation to achieve. Grade point average was also used as a dependent variable. Tang found no significant difference in g.p.a. between the two counseled groups after treatment. No significant differences were found in school attendance, which was also utilized as a dependent variable in Tang's research. Significant changes in motivation to achieve were found.

Despite a few weaknesses in the above studies, it is encouraging that measures of achievement behavior have been affected through

achievement motivation training. Research has revealed that such changes can take place in various settings and with different age groups. Therefore, the results offer enough convincing evidence that achievement motivation training can be a valuable method for increasing achieving behavior of individuals beyond the childhood years.

Summary of Chapter I

Achievement motivation training is one form of psychological education. The training deals specifically with increasing the efficiency level of participants (or simply doing things better, faster, etc.). The training program itself has been developed as the result of extensive research of the achievement motive over the past thirty years.

Chapter I included an overview of achievement motivation concepts and training and the specific ingredients of an achievement motivation program. Some of these ingredients include measuring achievement thinking, learning achievement thoughts and action strategies, experiencing achievement thinking, and practicing achievement strategies through extensive goal setting.

Early programs to increase achievement motivation levels were conducted with businessmen in India, Mexico City, Japan, and Turkey. Most of the training programs produced highly favorable results. More recently, the training program has been used in the United States with businessmen and with high school and college students. Results obtained in education have also been encouraging, producing changes in overall achievement motivation level and goal setting activity of participants.

Changes in grade point average of participants of achievement motivation training have not always been consistent. Research has also revealed significant differences in achievement motivation of men vs. women. These findings have implications for special emphasis when these concepts are used with different groups.

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CHAPTER II
Human Potential Group Programs
Human Potential Training and Uses

Robert L. Smith

In the last fifteen years, a number of group training programs have developed which focus upon total growth and self-actualization of participants. The programs, exhibiting such extreme diversity as that of the La Jolla group programs and the Esalen group programs, are often included under the umbrella of human potential. Within this total spectrum there is a small group approach designated as the human potential or HP group process.

The early development of the HP process began at the University of Utah under the direction of Dr. Herbert H. Otto. A Human Potentialities Research Project existed at the university as early as 1961. The underlying hypothesis of the research was that "the average healthy human being is functioning at a fraction of his potential." This is in agreement with a number of behavioral specialists (Maslow, Fromm, Rogers, Mead). Rather than work with a special group designated as needing help, this process directs itself to the large population, with "healthy" students and adults, who may simply want to function more optimally. The often-perceived stigma of needing special help is therefore removed and does not serve as a barrier to the group process. In turn, the human potential group process is positively oriented and stresses those things that are inherently good about the individual. This approach is different from traditional psychology which tends to focus on abnormal, neurotic, or psychotic behaviors. For example, this approach in the high school says that all students have positive attributes that in the right manner can be built upon. The approach focuses upon the individual's self-esteem and attempts to build upon that self-esteem in a positive way. During this process, students, often for the first time, have the opportunity to view where they have been successful, where their strengths lie and what their basic value structures are. Negative responses and discussion are

discouraged, and in many groups, not allowed.

The HP program states that there is considerable good going on that we fail to bring into consciousness, provides the framework for this positiveness to come out, and in effect raises the level of self-confidence in participants. The Human Potential group work is based upon these 10 principles*:

1. All individuals have solid strengths which are presently unidentified and unused.
2. All individuals, no matter what their present situation is, have meaningful personal goals and objectives.
3. All individuals, within themselves, have the capacity and the desire to change and to grow.
4. Given a creative opportunity to design their own growth situation, they will do so with enthusiasm.
5. A group is necessary to encourage and to reinforce exploration and constructive change.
6. It is both inappropriate and unnecessary to explore the negative past in order to alter the present and to direct the future.
7. The emotions sometimes respond to verbal signs and symbols. Almost always, they do respond to action.
8. Physical, external environment is a factor in the process of human behavior.
9. Meaningful education is a continuous process. It is, by and large, predicated on need and not order.
10. A person has within himself the ability to establish a meaningful position in a balanced system. External guidance is necessary for this selection.

The Human Potential group program follows a clearly defined format that helps the participant look at his own behavior and build upon his strengths and past achievements. The Introductory group session focuses

*Achievement Motivation Workbook, 1969, Chicago

upon getting to know the participants. Participants are asked, "What experiences brought you to where you are?" "What are some of the things that have had an impact upon your life?" Time is allowed for participants to think this through. This first step is called the "depth unfoldment experience" and serves as an icebreaker for further group interaction. A three-minute egg timer is often used to allow each person six minutes to share his experiences. It is important that the group be limited to 6-7 individuals. After the six minutes group members can ask questions of the participant undergoing the depth unfoldment experience.

A second technique used, usually in the second or third session following depth unfoldment, is the achievement listing stage. In this session, participants are asked to list their personal achievements from as early as they can remember to the present. Initially, many participants are embarrassed to list achievements or they will list them in the work setting only. The leader should therefore be supportive and encourage comprehensive listing. The leader may serve as a model in achievement listing to supply a broad base for members to work from. At the conclusion, after each member has presented his list of achievements to the group, the group writes in one sentence, based upon the listing, what success means for that individual. This phase of the program may run beyond one or two sessions and is tied into a goal-setting phase. During the third or fourth session, short-term goal-setting is introduced. At this time, participants set short-term goals on a weekly basis and have the opportunity to report progress back to the group. A goal-setting criterion is utilized to assist participants. At least one session should be devoted to discussion of participants' goals.

The next session deals with the assessment of strengths and potentialities. We believe that one can better map out future action by focusing upon individual strengths, since identifying these strengths leads to greater self-awareness. The exercise is unique in that it

encourages participants to look only at strengths, negating the traditional approach of focusing on weaknesses. We are all aware of the tendency to list pages of weaknesses, but in its positive orientation, this process attempts to successfully turn this thinking around.

Two sessions on values follow the listing of strengths. The value session may follow this general procedure: (1) a listing of defined values is provided to participants; (2) the value list is discussed and expanded by members, (3) participants identify values that fit with them; (4) group members attempt to guess each member's value structure; (5) each member shares top values with group members; (6) comparisons between self-listings and outside listings are made. An auction technique can also be utilized in explorin; members' value structures (Otto, 1967).

This session is followed by a focus on how people handle values in conflict. A technique developed by Achievement Motivation Systems, Des Plaines, Illinois, is often utilized to help participants become aware of how they manage conflict.

Usually the HP sessions close with strength bombardment and long-term goal-setting. In the strength bombardment phase, the group bombards each member with strengths possessed by that member which they have observed during the past few weeks. The individual member then states in writing a long-term goal which utilizes his strengths and fits with his value structure.

Certainly adaptations of the described HP program can be utilized. Sessions have been conducted on a semester as well as weekend basis. The order of sessions is different in some programs; the above order, however, is suggested for a complete program. Later references will provide for further detailed information on HP program content and training.

The following pages provide an example of a human potential-training program conducted at the community college level. Research concerning the HP program has revealed, in two different settings, increases in members' self-actualization after training.

Human Potential Group Program*

(One example of a training program
used at the community college level)

Sessions (Sessions may include one or two meetings)

I. Introductions--Sharing

Definition of groups (history) by leader. Depth unfoldment experience (egg timer, leader may set level).

II. Achievements past and present--success definition

Group members list achievements from as early as they can remember to present. After a listing of 10-12 achievements, the group writes in one sentence what success is for the individual. (In this session short term goals are started--brief introduction by leader--and set for next session).

III. Check for short term goal accomplishments and strengths

Review of achievements for each person and listing of strengths. Individual lists his strengths and is then bombarded by others with additional strengths. New goals (short term) are established by using the strengths. When listing strengths it is important to discuss why some characteristics are strengths, and what barriers prevent the individual from utilizing his strengths to maximum potential, rather than focusing on weaknesses.

IV. Values

Leader defines values and discusses values with the group. (from list) What values are and are not!! Group functions with individuals choosing values important to each, and their top five values. Each member compares his top five values with the values others see him as possessing.

V. Values tested behavioral--with the use of the auction technique

Comparison is now made of stated values to real values expressed in auction techniques.

VI. Conflict--values in conflict

How people handle conflict and difficulty in goal setting when conflict is approached.

VII. Management of conflicts

Task performed by all groups. Introduction of long term goals.

VIII. Setting of long-term goals by each individual (with use of strengths and values)

What has to be done by each to accomplish these goals. How they are to be checked.

*Human Potential Training Workshops are conducted by counseling center personnel at the following two community colleges: Kendall College, Evanston, Illinois--contact Dr. James McHolland--basic training and advanced training; Schoolcraft College, Livonia, Michigan--contact Mr. John Webber--basic training.

Research and References in Human Potential Group Training

The Human Potential Seminars developed at Kendall College in Cooperation with the W. Clement and Jessie V. Stone Foundation have produced, by and large, positive results. The following excerpt is taken from a presentation by James D. McHolland, Director of Counseling, Kendall College, Evanston, Ill.

> A year after the first group of 60 students experienced the Human Potential Seminars, a questionnaire was sent to which 57 students responded. The results may be of interest here: 1) Eighty-two percent (82%) of the respondents indicated that they were still setting and meeting their goals. 2) Eighty-four percent (84%) indicated that they were still sharing their goals and desires with others. 3) Eighty-nine percent (89%) indicated that they have consciously thought of their values in the last three months. 4) Seventy-seven percent (77%) answered that they presently think more highly of themselves than they did prior to the course. 5) Seventy-seven percent (77%) indicated that they now find more situations and experiences in which they recognize personal success. 6) Sixty-eight percent (68%) answer that they have done something new lately. 7) Sixty-six percent (66%) indicate that they have had more courage to try new things. 8) Ninety-four percent (94%) answer that they would recommend the Human Potential course to other persons. In looking at the overall response to the questions, it is clearly demonstrated that in the minds of the participating students the experience continues to be a helpful one for those who were in the Human Potential Seminars a year ago.

The effects of a one-semester Human Potential Group Program were tested with one hundred freshmen at the community college level (Smith, 1970). A control group of 100 students was also used. Experimental and control group students were matched by sex, g.p.a., grades and test scores. The students were classified as high risk because of previous performance in school. Growth in self actualization was measured through pre- and post-administrations of the Personal Orientation Inventory (Shoestrom, 1963). Locus of control was measured by Rotter's External-Internal Control Measure. The findings revealed a trend in self-actualization on all sub scales of the Personal Orientation Inventory. After one semester the control group of high risk students who did not

receive group treatment, dropped in both self actualization level and in feelings of being in control of events in their life.

The evidence is clear that the supportive group climate was an aid to students in their first semester at the community college, whereas the students who had no such experiences perceived the environment to be not much different from their previous situations with respect to potential for growth and opportunity for greater control of their own destiny.

A similar study at a second community college supports the above findings (Trueblood, Roy and McHolland, James, 1972). Growth in self actualization was measured through pre- and post-administrations of the Personal Orientation Inventory with thirty-three students in the Experimental (Human Potential Group) and sixty-two students in the Control group. The findings showed that: 1) students in the Human Potential Groups made significantly greater movement toward self actualization than the controls; and 2) changes were generally distributed among the Human Potential participants rather than limited to a few. Very significant positive movement took place on the following five sub scales: Inner directed, self actualizing, values existentiality, self regard, and nature of man.

In conclusion, the above evidence points out that the Human Potential Group process can create positive change in students and prevent any further negative movements. The research has shown that the process has helped students discover and clarify their own values, learn to control and direct their own lives, increase their self-regard, and develop a more positive attitude toward others.

Summary of Chapter II

Chapter II outlined the underlying principles of the human potential group program. One of the unique qualities of the human potential group is that it focuses on positive rather than negative characteristics of participants. The approach is therefore safer and easier to incorporate into the public school setting than most group procedures. Because of its emphasis on positiveness, members tend to feel comfortable in participating and have less fear of the group itself.

An outline of the human potential group program was included in the chapter to provide the reader with a clearer understanding of program content and to help him utilize the entire program or specific concepts contained in it.

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CHAPTER III
Eliminating Self Defeating Behaviors
Self Defeating Behavior Group Concepts

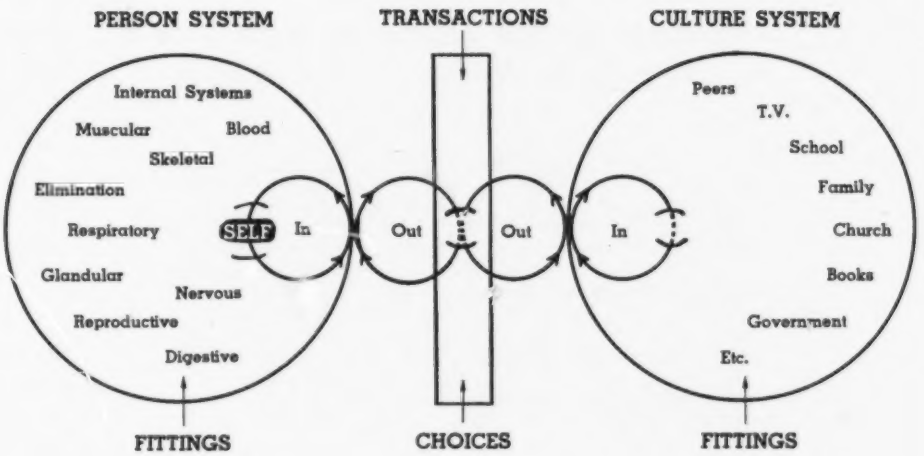
Milton R. Cudney

Self defeating behaviors are those things that get in the way of our operation. They are behaviors that we carry along with us but really do not help in our everyday functioning, in fact, they hinder our effectiveness and our efficiency. Put in achievement motivation terms, these hinderances to our productivity are called personal obstacles. Dr. Cudney has spent years working with hundreds of clients on an individual and group basis. Through his experiences he has developed an effective program to change behavior. In just a short period of time, the program has received national acclaim and recognition. The following comments by Dr. Cudney explain the self defeating behavior group concepts.

In a self defeating behavior training program I normally spend ten to twelve hours spread over five weeks with people in a group setting, helping them to change behavior patterns. I began by talking about the philosophy behind the SDB approach to change behaviors. For example, I stress the wholeness concept. It's the idea that the whole universe, this big fantastic place, is a whole system and there are a lot of systems all the way from the total universe down to sub-atomic particles. Also I talk about the universe being in process and, therefore, every system below the big system better be smart enough to be in process. I talk about how the universe creates, and how you as a counselor, teacher, administrator, teacher helper, psychologist, behavior change specialist, and so on, should be operating consistently with how the universe operates. I bring this kind of information into my workshops as it is appropriate.

Before going any further, I want to acquaint you with one of my charts because I refer to these charts quite often. This first one is a model of a living system.

This chapter was developed from Dr. Cudney's presentation at the Impact Workshop held at The University of Michigan.



This chart comes from the thoughts of Dr. Ross L. Mooney at Ohio State University. I have adapted it to use in my work. It helps me to understand some things, and to get information across to other people. The circle on the left represents a person's system. The other circle represents a culture system. I use the chart to explain that living things have an inside, and an outside. There is an awful lot "out there" but there is an awful lot "in here" too, especially with regard to something as complicated as we are.

So there is an inside and outside to these systems. What happens is that what's inside comes outside of the self and gets involved. This s what is called transactional areas. It is where the person and the veet, where we get information, food, etc. A person comes ou self and gets involved in this transaction area that involves choices such as : What am I going to take in? What am I going to reject? One is always making some choices concerning what to take in. In some of these choices the person is fully aware, with others, he is not so

aware. So I denote a "transaction" which means the person is getting together with the culture. Choices are made, and in the process of going outside you have what I call fittings. They are nothing more than what you do when you see a lizard or a snake. For example, you put it in a classification of reptile. That is a fitting. We've all got fittings about women or men. We have fittings about counseling. Our mind takes certain things, puts those things together, and makes a fitting out of them. You could also call them integrations. When you eat food, your body is making fittings out of it. Your skin, bones and energy system physically puts things, in this case food, together. The fourth part of this model has to do with openness. Openness is open out there and open in here, in the mind. Of course, the more open you are to what goes on outside, the more capable you are of making good choices, or taking in good things.

In continuing with this thought, I want to mention how people learn to take on self defeating behavior patterns. When a child comes into this world there are no self defeating behavior patterns. These are learned. They are not a part of the genes. They are not part of a family tree, or anything like that. They are things that one learns. So a child comes into his world with a lot of different systems. He has a digestive system, reproductive system, elimination system, skeletal system, blood system, nervous system, muscular system, and so on. Those are a lot of separate systems that all go together to make up a bigger system which happens to be man. All is coordinated, all is fitted together, all is whole. Separately they are also whole systems as well as all being part of a bigger system. I'm part of a bigger system which is part of a bigger system. The universe is a hierarchy of systems.

One of the things that I have come to call another part of us is the self system. The self system is all fitted together. It represents integration and wholeness. The child, however, needs to go outside himself so the physical and psychological self system can develop. Just being born is going outside in a new way. Physically there are other

ways to go outside. For instance you go outside to take in milk. When human babies take milk back into their personal system, it fits well. It wouldn't fit very well for a Ford car. That is a different kind of system. There are some things that fit and there are some things that don't fit the human system.

Through three billion years in coming, there has developed a given structure in humans. It is not wise to treat this system just any old way and expect it to work very well. There is a given structure that has to be treated in a certain way to make it function best. If you feed it just anything, you're going to get into trouble. There is a given structure that is dictated by the way it is made. If you try to feed your Ford peanut butter, it won't work. It doesn't fit. I'm trying to get the word fitting across. (I hope that I've made the point.) There are some things that fit and some things that won't fit. As an example, a kid comes outside of himself and takes milk back in, and it fits. He goes outside there and takes in some Gerbers baby food and that fits pretty well. He goes outside there and takes in gasoline or nails, and they don't fit!

In looking at the psychological area, there is already a model for psychological digestion--the physical digestive system. I have come to understand that our brain and the physiological digestive system operate in the same way. It's a system we are born with. You have to feed it so that afterwards it will process that which it can process. It will make fittings out of the stuff it can make fittings out of and it will do the best job it can if you feed it junk. So psychologically we go outside and take from the culture--from television, school, family, books, church, etc. The culture chooses things to send out there on those trips. When these kids come outside themselves they take in "culture" and try to make fittings out of it. I don't mean to imply that they sit around and consciously digest it. You are not consciously digesting the corn flakes you had this morning, it's being done for you.

Well, psychological digestion is also being done for us and not in a conscious way. What happens is that we go out, and get psychic material, and process it so that it becomes part of our self systems. But if things "out there" do not fit the self system, that's different. It's like having indigestion, having some food in you that doesn't fit, that can't become skin and bones. As an example, you could say nasty things to a tree. But trees are not made in such a way that they can take on psychological garbage. Humans are that way. I could tell someone I didn't like him. Once wouldn't create a SDB, especially if there was a lot of good stuff coming in from his culture. But if I told him often enough, it would have an effect. If it's constantly repeated he might take on some of these patterns.

The self-defeating behavior patterns never become part of the self system, yet people take on these behavior patterns and program them inside. The way I see the inside is in two parts. One is--and I've never known anybody not to have it--an integrated self system. It's always there, and we never lose it because that which fits is always made to fit, but we can take on what I call ill-fittings. For example, a person could be told that he is a poor speller. He could thus take on something that doesn't fit and still have it a year later--or twenty years later.

To continue, let's look at the growing child. A lot of things have fit, but more and more things haven't fit. The child may now be twenty years old. He has taken on some new behavior patterns that do not fit. The diagram summarizes a self with fitting and ill-fitting data taken within. Preceding the diagram is a listing of self defeating behaviors that people have worked on. A Behaviors Change Facilitators Form is also included. This form is used to help participants in changing specific behaviors. Future reference will be made to contents (concepts) within this form.

Examples of Behaviors Individuals In

SDB Workshops Have Worked On

Inferiority feelings
Negative self-concept
Fear of failure
Fear of groups
Excessive worry
Difficulty in decision making
Underachievement
Racial prejudice
Perfectionism
Lack of motivation
Withdrawal
Excessive overweight
Bi-sexuality
Homosexuality
Compulsive behavior:
    Compulsive lying
    Compulsive sexual behavior
    Compulsive eating, etc.
Boredom
Feelings of hatred
Unfulfilled sexual experience
Alcoholism
Alienation of others
Feelings of meaninglessness
Inability to finish tasks
Psychosomatic illnesses
Depressions
Stuttering
Feelings of loneliness
Fear of death
Fear of the unknown
Avoidance of responsibility
Fear of hurting others
Excessive attempts to please others
Drug abuse
Inability to concentrate
Folding up under pressure or when challenged
Promiscuity
Temper
Defensiveness
Fear of stating one's opinion
Negativism
Fear of expressing deep feelings
Dependency
Inability to say no
Authority hang-ups
Insomnia
To know what one wants to say but unable to get the right words out
Disorganization:
    Never on time
    Waste time
    Poor planning
    Can't find things needed
    Forgetful
Wait until the last minute to do things
Fear of being oneself
Always feeling pushed by something
Fear of God
Unrealistic expectations of self and others
Unhappiness created by oneself
Unrealistic mistrusting of others
Fear of commitment
Procrastination
Lack of confidence in self
Fear of rejection
Extreme nervousness
Excessive day-dreaming
Inability to give oneself in a loving relationship
Etc. Etc. Etc. Etc. Etc. Etc. Etc.

SDB Facilitator Change Form

_____
(Name)

1. To insure that I can abandon myself and use SDB patterns, I use the following mythical fears:

   A. What I fear I will find out about myself. (Use back for more space)

      1.
      2.
      3.
      4.

   B. What I fear will happen to me.

      1.
      2.
      3.
      4.

II. The abandoning choices which I make which insure I'll go the SDB road are:

      1.
      2.
      3.
      4.

III. Techniques I use to carry out SDB patterns are:

      1.
      2.
      3.
      4.

IV. I disown what I do to keep SDB patterns by:

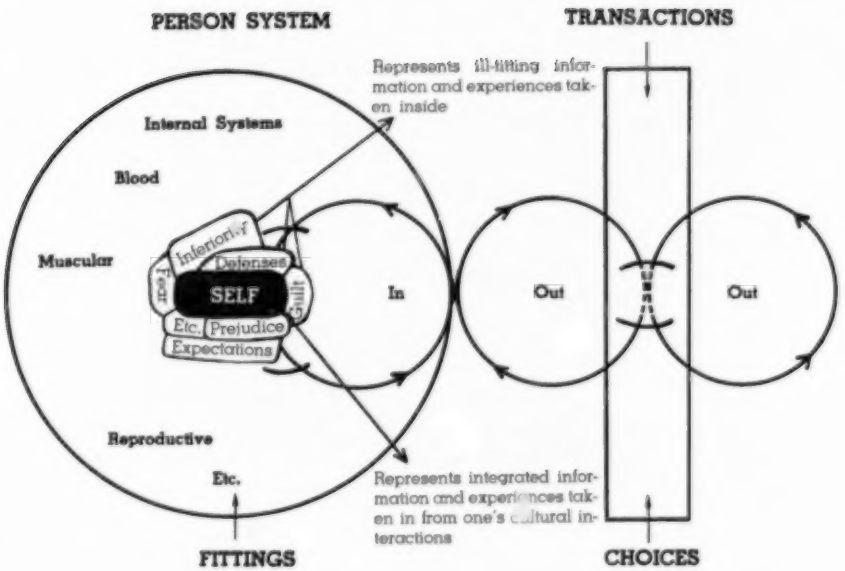
      1.
      2.
      3.
      4.

V. Prices I pay for using SDB patterns are:

      1.
      2.
      3.
      4.

   Techniques I use to minimize prices are:

      1.
      2.
      3.
      4.



In a book I just read, the author called the self defeating behavior patterns "feedback loops"--like in a computer. Using SDB patterns, you never get the computer going fresh. You keep following the same loop over and over again. For example, you have a certain pattern in certain situations. You may use a depression pattern that you have. So what happens is that instead of going with this inner self, one goes with one of these learned ill-fitting feedback loops. That is why they are self-defeating. They work against self.

As a broader example, in many ways we have a death culture here in American. Don't take me wrong, I like it here, but as a person who has worked with people a lot, I keep running into similar situations. I ask, "Why do all these people keep coming to me?" "How come they are all stuck with that stuff?" How come when I talk to doctors, to clergy, to people who have it made in our culture, they are all struggling with the same thing everybody else is. I ask "What's going on around here?" And

of course, I started reading and asking questions. So I have come to the realization that there is a lot of death in the culture. We have set up a culture that doesn't honor living things. You know, as well as I do, we don't even honor trees half of the time. People who are writing that this planet, this spacecraft earth, may soon be uninhabitable say it's because we haven't treated our plants and vegetation very well. But anyway, my point is there are many things involved in culture. When kids take everything in, despite doing well in school, church, and home, they end up with a lot of defeating behavior patterns. I have some examples of what in our culture causes people to learn self defeating behaviors. I'm always looking for more, but I'll just mention a few.

First, let's look at values. Violence values are an example. We also have male and female values. Finally, today, people are trying to get rid of some of these boxes that we put ourselves into. For example, women are trying to throw off the yoke of their traditional image. What happens when we say this is what a woman is supposed to be, or a man, and the person doesn't happen to be that? What you have done is put some pressure on a person to abandon what they are. They may feel pressured to go with that thing "out there" that is supposed to fit. For example when I was a kid, my dad was very tough. We lived on a farm and many times I saw him bash his finger. He might swear, say dammit, but he would just lick it off or let the dog lick it. From a very tough guy I learned that little boys should be tough. This little boy didn't happen to be tough. He had inside of himself a lot of tenderness, desire to cry, along with being fairly tough, too. A lot of that kind of thing that came out of there didn't happen to fit this person in here. Well, you can see that if there is pressure of this sort, you have to have a lot of guts, or something in there, telling you not to abandon who you are.

In the same view, we've built a technological society that is a tremendous thing. I think its fantastic, terrific, that we have built a technological society, but in so doing, we have built values that often don't fit people. Our human structure often doesn't work with values

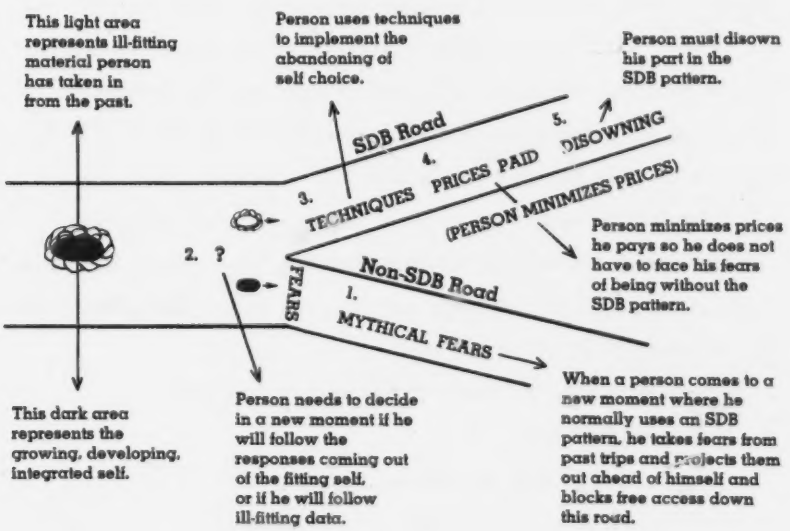
that we have created in terms of machinery, the technology values. We have to leave a lot of those. We can keep the good things in technology but we have to have some different values. I remember reading about the Volvo company in Sweden. They were getting rid of the assembly line because the assembly line didn't fit people. Volvo came up with a different method. They were making teams that did much more than just repetition of a single task. It made great sense to me, for just one company realizing that some of the technological values don't fit people and trying to do something about that.

Competition is another of our "achievements." We can set up schools, for instance, on a competitive level, and utilize the bell-shaped curve. By doing this you have already determined that certain people are going to fail. This is a stupid thing in terms of self concept development, but we still value this competitive notion when we know that what we need is more cooperation in the years ahead. We've also adopted many outer-thrust values. It's almost as though we don't know that there's an inside.

Our attitude about God, I think, is a definite contributor to people developing self-defeating behavior patterns. People often have a concept of God that's fixed. I hear people talk about a living God, but if you look at the way they operate it's just as fixed as can be. Meanwhile the universe is a creative, living, dynamic place. If you fix your God, you're talking about 2,000 years ago, and it's like being chained to the Bible. To me, you have to let go of your concept of God every six months to add some new fittings. The point is, if you take this whole place, and if that's what you call God, and see it as a fixed thing that you worship, you set yourself apart from it. That gets pretty lonely. Most of us have a concept of God that's contrary to the way people are made. People are changing, dynamic, evolving and if you see the big picture wrong, the little parts will create difficulty. Institutions are another concept that we keep static and, of course, they aren't. Those are some general things.

People tell me, certain things as to why they develop a self defeating behavior pattern in the first place. These specific things come out of those general things mentioned earlier. As an example, "Mother kept putting expectations on me as a child that didn't fit." "I was compared to other children." Another thing people say, "I was made fun of for the differences." Differences could be anything from skin color to being tall, short, etc. Often times its never a single incident. It's always thousands of hard-to-remember little things that are put together. Partly for that reason I don't spend time on the why of the behavior. I focus upon how people keep SDB patterns going once they learn them. It should be pointed out that people learn SDB patterns from their interaction with their culture, but once they learn a defeating pattern they need to take over the job of keeping it alive and functioning.

My SDB theory has five concepts to it. Each concept represents one of the five ways people have available to them to put a SDB pattern into gear. This chart will help clarify how the concepts work together to form the SDB pattern assembly line.


This light area represents ill-fitting material person has taken in from the past.
Person uses techniques to implement the abandoning of self choice.
Person must disown his part in the SDB pattern.
SDB Road
5.
DISOWNING
4.
PRICES PAID
3.
TECHNIQUES
(PERSON MINIMIZES PRICES)
Person minimizes prices he pays so he does not have to face his fears of being without the SDB pattern.
2. ?
FEARS
Non-SDB Road
1.
MYTHICAL FEARS
This dark area represents the growing, developing, integrated self.
Person needs to decide in a new moment if he will follow the responses coming out of the fitting self, or if he will follow ill-fitting data.
When a person comes to a new moment where he normally uses an SDB pattern, he takes fears from past trips and projects them out ahead of himself and blocks free access down this road.

To put an SDB pattern into gear the first step is to conceive of the new moment in a fearful way. This is done by triggering fears from the past and projecting them down the non-SDB road. What this accomplishes is a blocking (see diagram) of the non-SDB road. I have termed this concept The Avoidance of Mythical Fears. The fears were not mythical at the time they were first experienced, but as they are taken from the past and put out ahead of oneself to initiate the SDB pattern, they are a myth.

Typical mythical fears people have if they believe they cannot use their non-self defeating patterns in new moments include:

I won't be able to cope.

I'll find myself to be a person I won't like.

I will be hurt.

I will find out there is no person in me beyond the SDBs.

I will find I am dumb and incompetent without SDBs.

Someone will see my true feelings and take advantage of me.

People will laugh and ridicule me and I will have no satisfactory way to handle this.

Once the fears are activated, the second step comes into play. A choice (concept two) must be made to abandon one's integrated data and go, instead, with ill-fitting data learned from the past. Besides this abandoning choice there are other choices such as using techniques, minimizing prices, and disowning, but this abandoning choice is by far the most critical in using an SDB pattern.

After the choice is made to avoid the non-SDB road, techniques (concept three) are required to accomplish the intent of the abandoning choice. Techniques are the machinery utilized in the SDB assembly line. Typical examples of techniques are:

Comparing oneself to others or to some mythical idea.

Distorting feedback.

Concentrating on only one side of an issue.

Manipulating people and things.

Lying.

Bringing back previous defeats in one's mind to scare self.

To project fearful things out ahead of self.

Putting ill-fitting expectations on self.

Again, the purpose of techniques is to have a means of implementing defeating choices. As an example of how a technique would work, look at inferiority as a SDB pattern and realize that the technique of comparing oneself to others provides one with the machinery for coming off second best and, hence, accomplishing the inferiority feeling.

The result of creating fears, choosing to avoid the created fears, and using techniques is defeating for the individual. I have labeled these results the prices one pays for perpetuating SDB patterns, (concept four). These prices are so great that if anyone faced them squarely, SDB's could not continue. Thus, people who do an excellent job of blocking off the non-SDB road with fears need to do something with the prices. To keep the SDB assembly line alive and functioning these prices need to be minimized. There are many ways to accomplish this, but for lack of time to discuss them, let me just say that techniques are used for this purpose.

The last step in perpetuating an SDB assembly line is to disown one's own responsibility in the whole process, concept five. The person must disown his part in the creation of the fears. People do such a good job of disowning fears that they actually believe and feel the fears to be real. Choices one makes must be disowned along with minimizing the prices. To top it all off, the person must even disown himself as the one who is disowning.

Procedures provide the means to implement the theory. The procedures that I have developed take the SDB theory, and then try to find ways of getting it into operation so that people can change their behaviors. I look at procedures as a way to get the job done. It's an engineering kind of thing, the nuts and bolts.

In the workshops we conduct at Western Michigan University, we usually have between ten and twenty participants. The workshops meet for about ten hours spaced out over five weeks. Each person works only on trying

to help himself change his behavior. People do not help each other, in fact, I do not even let them interact with each other. They talk only with the leader.

We begin the workshop with an administrative session in which we help each participant to identify the SDBs he will work on, to learn about how SDBs are created, and to learn how to be a successful group member.

I have expectations of workshop participants. They need to be there and to be on time. Not for me, for themselves. If they're not there they will miss the lesson and, therefore, something that is needed in order to change. I try to stress that. If someone doesn't apply the concept and doesn't work, I ask that person to leave. I've only asked one woman to leave. My own analysis of that situation was that she'd been to about six different therapy-type experiences and had defeated everyone of them. I wasn't about to let her get away with it again because she wasn't doing herself any good. She knew what to do but she wasn't applying it. This is like a contract. I'll do my job if each person does his job. I try to make very clear what must be done, so they know what to do and can do it. Then I give a handout on everything I teach so that if a person missed it, or if by chance I don't teach it well, or if they missed it by thinking about their girlfriend or about the party that night, they have another chance to get it. Another thing I do is spend some time on how people defeat themselves in the workshop. My thought is if you don't spend some time telling people how they defeat themselves, they won't make it. They are going to use defeating behavior patterns in the workshop. Therefore, I try to get that out in the open. I want them to be aware of it. I'll mention what defeating themselves in a workshop is like. I'll give them examples: Part way through the program, one can forget the self defeating behaviors he is working on. A person can believe that something worse will happen if self defeating behaviors are given up, be attentive to only parts of the program, approach the workshop with the notion that the learning will be applied later instead of immediately. He can imagine that the time taken to change will

inconvenience others. There are many such things that can be self defeating. I'll teach those things and then I'll say, "What are you doing or what did you do when you came to the workshop or what have you done recently to defeat yourself?" A person might say that he was kind of anxious when he came and a little bit scared. That is defeating yourself--because while you're caught up in that anxiety you are not going to get what you need. I spend time all the way through the workshop on "defeating yourself," because if you defeat yourself in the workshop you are not going to make it. About part way through most people are on top of that.

The other thing I do is to identify behaviors. I have a list of about 65 or 70 defeating behavior patterns that I give to everyone. I have them check all of those behavior patterns that pertain to them, and have them pick the major ones which they will work on in the sessions. Occasionally someone will have a little trouble and I give about five or ten minutes at the end of the hour for anybody who is struggling with it. So that's what I do the first meeting. Of course, I tell them when the meetings are and how often we will meet.

I used to interview everybody for 15 minutes with the idea of screening out people, but I don't do that now. I don't let somebody in who would disrupt the process. I had one person attend who mainly wanted to swear at everybody. He pounded on walls and wouldn't follow the directions. He finally stayed because one day I was just about to throw him out bodily. So he decided to settle down and see what he could do.

Regarding secrets, I try to keep secret information out of the workshop. I have canned a little thing I say. I say, "I don't care how many men or women you have been with, how many banks you've robbed, how many times you have cheated on your income tax, or how many relatives you have in state hospitals. I don't care about that. You can keep all the skeletons that you have in the closet." I don't need that kind of information to help somebody change defeating behavior patterns. It gets

in the way. You could spend a year on the "juicy stuff" and never help anyone. So for that reason I try to keep it out. Most people who go through a workshop do not know what behaviors other people are working on. If asked, about 17 out of 20 people surely wouldn't know. All you need to work on is the way you keep things going. What you are working on is sort of irrelevant anyway.

I have conducted some workshops for 1 hour 1 day a week. I like to run a workshop with two leaders. I think there are slightly better results with two leaders. One leader can be teaching and another can be picking up things because he doesn't have the teaching responsibility. That's helpful. I might teach about prices one way and the other person might view them in a different way, so overall, it's a helpful thing for people. I like two leaders with about 20 people. We take turns teaching. In the second part of the workshop we divide up. I take 10 and the other person takes 10. With the fifth graders, the counselor and social worker spent three half-hour meetings on disowning before they felt the pupils really understood disowning and could apply it. So you have to vary it for the people you're working with. With blind students, I put material on tape. They all have tape recorders and so they listen to them, and hand back the tape to me. With the junior high students, counselors in Kalamazoo have rewritten the handouts.

Regarding structure, I believe that if you want to help people change their behavior you've got to structure the things to get the job done, because most people work pretty hard to keep their behavior. So I control the workshop. I don't ask, "What are we gonna do today?" I know what I'm going to do. I'm going to try to get them to cooperate. They need to cooperate. There's a definite beginning to the workshop and an ending. I know what the subject matter is. I may teach a concept in thirteen minutes, give or take a minute or two here, because I've practiced it. It's that definite. There's no deviation from what I determine is the correct procedure. The reason it sounds sort of strong, or the reason I set it up that way, is that people will do all they can to manipulate

the thing around to keep the behavior pattern. So I don't let them vary. For example, on a particular day I need to get disowning across. If someone wants to talk about fears I say, "Look we talked about that. If you missed it you better go back over the handout. You need to know disowning and that's what we're on today." I would be that structured. Time allotment is definite. Participants are not counseled outside the workshop hours. You have to fit these things to yourself. Some people don't like that. I do. The reason I like it is that it forces people to do the job in the workshop, or not do it. For instance, most people who come to me and say, "I need extra help," didn't do the job in the hour I gave them. They didn't do the job there and under the guise that they want to change, will come and see me for an hour. Well what I've learned is if I say no, or say you need to do the job in a workshop, they get on the stick. So that's the reason I do it. It's more helpful to them.

Participants are clear on what they're in the workshop for and how the goals will be met. I try to make it very clear. Again, I'm trying to help them so they don't disguise the thing. Handouts are given along with forms to follow. Homework assignments are given. People are asked to apply the concepts. If people don't follow the structure, I cut them off. I try to do it nicely. One guy said it bothered him for awhile and then it didn't because he knew it was done to help him. He said it would have been a good thing if I had told him ahead of time, so now I tell people ahead of time. I may cut someone off at different times and this is the reason. If I ask someone, "How do you disown?," he may tell me how he disowns and then go into a 10 minute tirade to give me a story about it. Well I could let him go, but I don't need that, so I cut him off. Or, I may structure it so that today we're on disowning and he starts going someplace else. I'll say, "Let me interruptfor a minute now." This procedure keeps us from going all over the place and prevents individuals from keeping their behaviors. Usually people swing with it. After a while you don't have to keep them on the track. They'll keep themselves on the track and of course that's more fun.

Those are some of the things about structure: time, beginning, end, and certain subject matter. But you have to make the structure fit you and your situation.

Let me make a comment about interaction in a group. I don't allow talking in a group. I mean people say hello and goodbye and are very friendly before and after, that sort of thing, but I don't allow talking in a group except when they talk to the leaders. They don't interact with each other. It's different than most group work where the idea is to get some feedback or confrontation going. But, for what I'm trying to do, I don't believe in that. What I've learned, after watching people in groups, is that if you let them talk to each other they'll talk to each other in such a way so they can come out with the behavior patterns they went in with. So I try to eliminate this. I allow them to talk only to me. Let's say someone would give an example of a technique he used. Let's say another person says, "That reminds me of something that I do." That's all right. You can learn and you benefit from that. But nobody ever says, "Did you ever think about this point?" It might sound like a good thing but we could get off the path this way. The other thing is that everybody is working on themselves. That's the focus. It's just what you can get for yourself. I tell them to be selfish and not to worry about it. Let that bird take care of himself and you take care of yourself.

I'd like to mention concepts taught in a particular class. Assume they've already learned about one concept. Let's say, I taught the choice concept the first day. I ask them to apply it. Now we come back and we all sit down and it's 11 o'clock. I say, "I'd like to spend 10 or 15 minutes talking with you about your application of the choice concept. I'd like to hear from everybody. O.K. let's go." Usually they'll sit for about 2 seconds. I don't have to wait very long. Pretty soon everybody talks.

"Did you apply the concept?"
"Well, I hadn't thought about the word choice since last time."

"O.K. then just a second or two on how you're defeating yourself. You will have to put in a little psychic energy, a little bit of juice, or you're not going to make any progress. Did any choices come up where you used it?"

"I did use the behavior this week."

"Well then, there were choices there, but I guess I missed them."

"O.K. how about somebody else?"

Thus I get them to talk about the application of the concept. Somebody will say, "Well, I was watching for the choices, but they slipped by me, or I had those behaviors and I can't believe how good I am at the behaviors, or, I always missed the choices moments." I say, "That's right, but you're thinking about it." You may miss them 10 hours now, 5 hours tomorrow, 3 hours, 2, and pretty soon they're right there when the choice is being made." So anyway we discuss the concept for 10 or 15 minutes and I say anything that I think is helpful.

Now let's take fear. I might teach that for about 15 minutes and then I'll say, "Now do you understand it?" I make sure they understand it because I ask them to tell me what I taught. If I get it the way I tried to teach it o.k., if I don't then I try to redo it. First, I make sure they understand it, and then I ask them to personalize. "O.K., what are the fears as to why you keep the behavior?" We then go around and I get those fears out. I give them a handout and tell them to apply this concept along with the other one. I ask them to identify the fears--how you put them into gear, how you create them, and try to check them out. Then I say we will come back ready to discuss them. So that's a typical class hour.

I make the workshop move fast. One guy said, "It's like a trolley car, you have the feeling you either get on or you're going to miss it." For instance, "I'm going to teach the concept today and if you don't get it it's too bad." Well I do give them another chance in a summary hour, but most people decide to get on. It does move fast. If you miss the fear thing today you've got the handout, but I'm not going to spend a lot of time on it. So you've got to get with it and keep moving. I think it helps people to take on the responsibility of getting out of the program what they need. It's my responsibility to do a good job teaching

it, so I make it move fast. I don't divert, or stop and have a 10 minute dialogue with somebody. I hardly ever talk to somebody more than a minute at a time.

I might mention one other procedure--homework. The junior and high school teachers that assign homework to the kids have had difficulty with it. The consensus of opinion was that they've got to make it more specific in terms of exactly what they want and they've got to limit the kids to half a page. Then they think they'll do a better job. I give people homework. I have them take a technique and I'll have them go home and write me about a page on techniques as it applies to them. Then I take the homework and I write on it and I give it back to them. I've had a lot of people say it's helpful. I've heard some of them say that's the best thing; they really got nailed on exactly what was wrong. This is homework on techniques and disowning. I'll read what the person said, for example, "I'm going to begin by stating my self defeating behaviors in regard to my job as a dorm staff. I don't have confidence." I circled "I don't have confidence" and wrote, "You need to identify your methods and keep in mind that lack of confidence is something you do and not something you don't have." There's a big difference. The person said, "I don't have confidence." That's a lie. What she has is lack of confidence. She creates lack of confidence. It isn't something she doesn't have, it's something that she's doing to herself. She thinks she needs to learn how to be confident. She needs to learn what she does to destroy confidence and quit that. Confidence will automatically come out of that self. To go on with her paper, she said, "I don't trust my decisions. My techniques are superior attitude, cold and stand-offish appearance. I also use sarcasm as one of my techniques. Sarcasm as proof of my superiority, as proof of my over-confidence. I hold on to a poor concept of myself and then when I compare myself with others I come out second best." Now keep in mind she learned the concept, I gave her a hand-out on about 80 techniques so she has all that behind her. "I end up making a mountain out of a

mole hill--I distort other people's reactions. I simply don't trust them." I wrote on her paper, "Good techniques as you see yourself using them; you need to begin not using them. Action is needed." I wanted to make sure she was applying the things, so I gave her a little prod. She said, "I don't trust myself, so consequently, I don't trust anyone else." There's a lot of truth to that. Not trusting yourself always precedes unrealistically not trusting other people. She said, "I'm always assuming the worst to happen." That's a technique. She's listing techniques. She writes, "I am very racially prejudiced. I don't trust black people. I am afraid of them. When I should stand up and say something to the black girls on my floor because they're too noisy or they have broken some important rule, I mistrust myself, and I can't formulate in my mind what I want to say. I have unrealistic expectations." I circled "unrealistic" and added, "One of your techniques is to lie to yourself. You know they are unrealistic but you still do them. You need to lie to yourself to keep doing them. If you know they're unrealistic you can't keep doing them unless you lie." So, that's another technique she used, lying. That's a way I can help her. She says she has unrealistic expectations, but unless she pinpoints them she's going to continue the behavior through vagueness. If you don't spell these out to yourself it's too easy to keep using them. She needs to spell them out, so a month from now she could say "I have realistic expectations." I want her to get them down. Then she goes on--"I have unrealistic expectations of others. I disown by telling my boyfriend after I've used my self defeating behavior, that is just the way I am." She does have a self defeating behavior pattern, she doesn't like it, and she says to herself, that's just the way I am. I circled 'just the way I am'. This is a good way to disown and keep right on defeating yourself. On the bottom I say, "Can you begin to get a feeling for how hard you work to make sure you do not have to respond to your world without self defeating behaviors?" So, if you listen to all the techniques she's used, you know she's working hard. I'm trying to open

her mind up a little bit and begin to look at how much this costs her. I'm not to the prices thing yet, but I'm trying to get her to look at it a little bit. So, that's one example of homework.

I'll now read to you one on prices: "Like you said, I knew there were some costs of pain connected with keeping my self defeating behavior, but even those took on or had a deeper meaning (for me) after Monday's class." I circled 'Deeper meaning' with a little arrow and put, "Prices have to hit home to do any good." He went on, "I became aware of how necessary, crucial, it is for me to stop creating my self defeating behavior of perfectionism." And in the margin I wrote, "Yes it's funny, but this self defeating behavior keeps you from being as good as you could be." You see, most people think perfectionism is to help you to do a good job. No, it's to help you not to do a good job. I'm not talking about Bobby Fisher's kind of perfectionism, but the kind of perfectionism most of us develop because people told us what to do and we took it over, afraid to be ourselves. He continues, "I realize many prices, the one that really struck me or really the one I've actively not looked at is the relationships I've not allowed. The person's reactions I've centered in on were only those that reinforced perfectionism." I circled 'reinforcement', and wrote that "reinforcement is a good technique." He talked about prices and I also pointed out the technique. The price here is obvious to me. He says, "I never allow myself to meet the person, to see the person and get to know him." "I only meet his stuff (Him could be his wife, teacher, mother, dad.)" I circled "stuff," and wrote, "you pay for this, you don't know him, and it just keeps you from knowing more about you." He says that, "The main thing I want to get across is that I fully realize how painful I am to me by keeping this self defeating behavior." "I was sitting there Monday and began to feel the pain, very deep pain, but there was something about the pain, as compared to the pain I felt before creating this behavior." I circled "it was a pain," and said "Yes this would be disowning. You learn some pain and then you go around belting yourself,

kicking yourself, and then you end up next week doing the same thing." This was different from what he was saying. He also said, "The pain attached to prices paid for keeping this self defeating behavior are strong motivators." I circled 'motivators' and said, "As humans we're made in such a way that if we do not keep our wholeness we will pay the prices. They're designed to motivate us but not to defeat ourself."

Here's another short example. "Again today, I don't want to go to the workshop. I'm looking for a way out. It's a nice day; I'd rather be outside." This behavior doesn't bother me all the time. "I'm not sure I have picked the right behavior to work on." I put a little thing by that paragraph and said--"You're looking for ways to keep your self defeating behavior. You're working overtime to keep your behavior. If you will look, you will see you're using more energy doing this than it would take to change the behaviors." He writes, "Concept 2 is clear. I should work on telling myself that this behavior is costing me too much but it's hard to come up with a way of getting it out completely." Now that's not what I tried to get across at all. He just distorted that thing. So I circled "should" and said, "What do you mean should? This is for you. Making it a should is making it a good technique to keep the behaviors. Are you making it fearful to want to change?" Then he said, "Telling myself that this is bull behavior." I say, "You don't have to tell yourself anything, just honestly face what your self defeating behavior costs you! Also look and see how you minimize prices." What he was trying to do was to do the behaviors, pay the prices, and then tell himself that it's too much. It won't work that way. It boils down to either you need to decide if you want to change the behaviors or not. If you want to keep them and continue paying the prices, be my guest. However, if you want to change, you need to get involved in the workshop. Ask when you don't understand. Once you recognize the way you're defeating yourself in the workshop, you need to stop. You need to quit playing games with picking a behavior--just work on the total ways you defeat yourself. What you are after is not to defeat yourself in

any way. That is your goal. He said he was having trouble picking a particular behavior. Then I said, "You will see if you look. The way you are treating the workshop has implications for seeing a lot of ways you defeat yourself--open up to seeing this." And in another paragraph I put, "You lie a lot to yourself. Begin by owning up and seeing yourself as a liar, then you can begin to quit it. As soon as you do, your change will begin." So that's another piece of homework. I usually give people three homework assignments and it takes a lot of time to respond to the homework I give.

Question & Answer Session

The following questions were directed to Dr. Cudney concerning the SDB Training. The answers given by Dr. Cudney should provide additional insight into the training program.

Q: Don't you think people should know how they picked up their self defeating behavior?

A: Usually not. I'm not against it, but I think a part of my reaction is that we spend too much time trying to get in touch with where it came from. I've had people put it into context by saying, "I've spent three years in therapy and I know where all this came from, but now I want to do something about getting rid of it." Most of the time I try to think of how you've taken it over and how you kept it going. I think if you have a sense of where it came from, it can be helpful. I'll just make one up. For example, I'm a Catholic girl and I'm in the seventh grade. I meet a Jewish boy in school, and we're just friends. But mother and dad think we're more and make a big thing of it, so I take on a defeating behavior pattern as a result. I'm with this counselor and we are talking about fears and all of a sudden it clicks in, as to what the fear is, and it goes right back to that situation. The fear today becomes illuminated based on what happened back there. So what happened back there can help you sometimes to catch it quicker. But at the same time I have people who don't spend much time on that and the reason I don't

is because it is too easy to disown. For all practical purposes, all I want to know is how they are taking it over and how do they keep it going.

Q: Don't you go back to childhood for the most effective therapy?

A: I don't operate that way. I wouldn't be against it, and I don't think that knowledge is harmful. Usually, however, I can change most behaviors if people will cooperate, in 6 or 7 weeks without it. I think going back that far takes years. In fact, self defeating behavior patterns most often don't go back to a specific incident. There may be an incident, like getting raped or something, when you were ten years old, which would be major.

Q: Do you meet with each participant beforehand?

A: No, all I know is that they have some behavior they would like to change and somehow they have the knowledge about our program which is meant to help them in this attempt. In the first session we all sit in a circle so I can talk to them. Nobody is hiding behind anybody else. In the first session I hand out the expectations, and I make a contract. I say I'm not here for my health. I'm not here to have a nice time and I'm not here to fiddle my thumbs. I try to be nice about these things. I'm here to work my tail off to help you change behaviors. So I give them a handout and I say I will do my job, which I do. I work hard, I think a lot at night, I try to clarify things, I try to think what I would say to somebody. I don't say things that I'm pretty sure I won't come through on. I am as honest as I can be with them. I do not socialize but rather, prefer to be businesslike. I list some of those things they can expect from me and I come through on that as best I can. In addition, I go so far as to make sure I get enough rest. I try to eat well, not just for running a workshop, but for myself. I want a lot of energy because it takes a lot of energy, especially when people are also working very hard to hang onto these behaviors. You've got to be in good shape, you have to be strong, you have to be alive, so I exercise. I try to do a lot of things like that to be a good leader. I try not to wait until the game to prepare to be a good leader. I try

to prepare now for the people I'm going to be with in the group. So, I come to each session ready to go. I've thought the lesson through, and they know I'm trying to do a good job.

Q: One of these workshops lasts approximately how many hours?

A: About ten hours. I spread them over about five weeks, two hours a week. In the last workshop I conducted I gave the option of one extra hour to anybody who wanted it. I had about three or four people who took me up on that. We also have a year long Title III project in Kalamazoo, and we have put all the interested counselors through a workshop for themselves. Then they attended three meetings on how to take what they had learned and use it with their own populations. We have had junior and senior high counselors do it with pretty good success. We had one counselor and one social worker utilize it with fifth graders. They were quite excited about it, too. It's also been used with other populations. For example, I've worked with ADC parents.

Q: How do you get your clients?

A: Just like we got them ten years ago in our counseling center: teachers, parents, roommates, and other counselors refer, and there are many self referrals. For example, someone may have been in a workshop and three or four people will apply for workshops based on that one person. That is how we get most of our people, the self referral, word of mouth. We do occassionally get people from the community. Once in a while we put out a little publicity from our counseling center to let students know what is available.

Q: Do you ever openly disagree with the behavior that one of the participants may choose?

A: I do in a way, but I let them be the final judge of it. I'd never say there is something you ought to work on. I also never try to convince people that they are not inferior, because they will twist this around in order to keep their feelings. I try to get back at how they keep inferiorities going. In the expectations I try to tell them how to be a good client in a workshop, to take full advantage of its content and

to apply the concepts. I say, "If you don't understand something ask me. Keep the behaviors you are working on to yourself, just be open about the things I ask you about." I try to give those ground rules so that they know what to expect. I feel that if you sort of know what to do it is a lot easier to do it. I have people work on all self defeating behaviors that they can identify, not just one. I used to start with one, but I have learned that the fears they maintain may undergird behavior patterns; if I can take care of those fears, I have just cut them out from under 10 different patterns.

Q: Do you make yourself familiar with the list they have checked so that you are familiar with what they are working on?

A: I used to. I still do pick up the list and then give everything back to them. I used to think that I ought to know what they are working on, but I now find this specific knowledge irrelevant. All I need to help them with is the method for keeping these things going. Once in a while I'll look at the list and say something to an individual that might be helpful. But I usually don't know what they are working on after a week or so. I don't try to remember. I know what people do to keep these things going: choices or fear or disowning. I work on these things. Let me add another thought.

I run three day workshops from 9 to 5 and maybe an hour and a half at night on Friday, Saturday and Sunday and then go from 9 to 4:30 and maybe an hour Saturday night and then from 9 to 3 Sunday. That is a complete workshop. I enjoy these because people are there to work on behavior patterns and what you are teaching is all connected. It doesn't drift away. They don't lose much of it. The only trouble is that I would like to see participants a month later to find out what struggles they are still having, where I could give them feedback or help them look at their mistakes. I could incorporate three days and a meeting later, except that when I run 3 day workshops, people usually come from many different places. Another design, the one that is most popular in our setting, is 10 hours over 5 weeks. It's mainly to teach the process

to them, help them understand it, and help them apply it.

Q: Is it dangerous to break all SDB patterns down?

A: Oh no, it's just the opposite. People ask me that all the time. People say you need defenses but I am mostly of the opposite opinion. There is nothing stronger to cope with than yourself, nothing better. I don't mean to say that sometimes that may not be enough, but you don't have anything better going for you. There is nothing better, stronger, or more resilient than yourself. Think about this, if you surround that self with defenses you don't know where reality is. You don't know if it's "out there" or "in here." But, if you follow that which is the most perceptive, you're right in tune with reality "in here" and "out there." If you put up defenses you just undercut yourself. At certain times there may be so much stress that the human cannot cope and you may need defenses. But if you continue to maintain that defense, you are just hurting yourself. The defense concept arises from not knowing what it is like to have a fitting self. I just take those SDB's away from people, as fast as I can, if I have anything to do about it. Then they get a sense of power, togetherness, being able to sort out what is real and what isn't real. That is what happens. That has always been my experience.

Q: Let's assume that I have this self defeating behavior pattern and I am maintaining it because of other people. I really want to get rid of it. Could I just forget about them?

A: I'll give you some thoughts on it. For example, you may have built a relationship with somebody, lets say marriage, and your spouse has learned to adapt to your self defeating behavior patterns. There is a little adjustment in letting that go, but most people have been waiting for us to get rid of those accumulations so they could relate more to who we are. Most people are just delighted that you have dropped that defeating behavior pattern and found what, I would say, is a deeper self. This self doesn't forget about other people. A lot of people that come out of groups will say, "Well I've run my life around other people and now its just me. I'm not going to take you into consideration."

But, I've learned that when people let go of self-defeating behavior patterns they are more sensitive to other people, more considerate of others. At the same time they don't let others help them to go against who they are. Now we do use other people. I could say someone won't let me respond to who I am. We often use others as a technique to keep SDB's but it is a way of disowning, of putting the blame on another. We just think they wouldn't let us be who we are. It's a way of disowning the fact. The less you disown, the more you let the pressure hit home. The more you consciously don't use technique, the more you begin owning the fears. There is a little panic when you go from practicing a behavior pattern to falling back on yourself. I think it is sort of akin to when Armstrong first walked on the moon. He knew that the moon was solid, but when he put his foot down from the bottom step and touched, it seemed he was wondering if he would fall through or not. Finally, in about five minutes, they were running around, etc. I think that, just before you let the pattern go, and go back on yourself, there is a little moment of panic. You are not too sure it is solid ground. As soon as you land on it you feel much better because then you begin getting feedback that you're operating the way the system is made. You have a deeper sense that it's right. It's the knowledge of the cells and the universe that it fits.

Q: Do you see man as basically good then?

A: I don't think that I operate so much from good or bad, but more that he is. If you ask me, "is that tree out there good or bad?" I could say it's good because it gives off oxygen or produces fruit or timber; but basically, it just is. People find they like who they are; and I also like who they are. I know five or ten years ago we had a lot of talk on the nature of man, and maybe it's still going on, but I think about it as given. Is an enzyme good or bad? To me that is just sort of the way it is. I try as best I can to take it the way it is. I'm not sure this good/bad categorization is very helpful.

Q: The person acknowledges self defeating behavior instead of disowning or admitting, but doesn't own up. Does this mean that he is now at the place where he's willing to pay the prices?

A: My experience has been that if you will own all the parts of this machinery, you will, of course, be without the behavior pattern; so you have to own the techniques, the choices, and fears you have. Yes, you would give up the behavior pattern. I have another thought. You used the word admit. Some people will consciously admit this is a technique they're using and go right on using it. I've learned that people who really own techniques don't use them. A person doesn't just say, "Okay so I do compare myself to other people." Owning is actually to quit using the techniques. Owning yourself is the very best system you have got, and this system will not maintain self defeating behaviors.

Q: What about the situation when you encounter someone who seems reasonably well put together and says something to the effect that "Okay, I do have a few of these self defeating behavior patterns. I think I have some understanding that I have these. I have a reasonable hold on life though, and I don't want to open up Pandora's box. I'm pretty happy the way I am and I think I will continue along this pattern. I don't think I need this."

A: Well, I'd just let them go their way. But if they came to me for help and said that, then I would take a little different attack. I don't personally go out to help people, only if they come to me do I help them. If they came in and were struggling with something and said that, I would focus on the fear of what Pandora's box is, not what they have in their mind. There is a lot of myth there. Pandora's box involves the fear of opening up something that is going to be too much, that might get me into difficulty. That is all hogwash. But a person may, out of this fear, decide to stay there for the moment.

Q: What kind of feedback do you get in terms of your own evaluation as to how effective participants feel this has been?

A: We've done some research on our effectiveness. Some of it's self-evaluation. We found out that the workshops are very effective. We've used the MMPI, a questionnaire validated with the MMPI, and also a dissertation was completed at Michigan State on the effects of workshops. The person did his dissertation on a workshop and the results were quite outstanding. In eight workshops we followed up participants six months later. That's the critical time in terms of follow up. As a group, the changes that they made in the workshop held. If there was any change it was further improvement. So it does hold. The reason I think it holds, is that people learn a system that they can use on their own. They're not dependent on anybody else now that they have a road map of what they may want to continue to work on. So it isn't like they only feel good at the end. They actually have some skills to be able to use later. Overall our research results have been very positive in every workshop. The same thing is coming out of the Kalamazoo Title III project which the State Department will have in its final report.

Q: Do you conduct workshops in training people to do this, specifically?

A: Our Title III Project was of this nature. I've also set up training workshops for three days, Friday, Saturday, Sunday. I've run four of them. What I do there is to have people work at eliminating their own behaviors in two days. I want them to work on changing their own behaviors because I think they need to be able to know it from the inside out. Then I spend Sunday helping them think through how to apply it to their situation, whether they are ministers, teachers, counselors, or people who work in a drug center. I went to Alaska for the same thing where I ran a week long workshop for 25 people.

Q: Do you do it with older people that are non-college, not for leadership, but just for participation?

A: I haven't done much of that because one has just so much time. I ran 3 or 4 community workshops. I had some older people in there. In fact, in one workshop I had a student 15 and a woman 59. It doesn't make much difference because you're working on your own behaviors. So

many people ask, "Why do I do the behavior?" I can tell you why. The only reason why anybody ever did a self-defeating behavior or kept it going, was because he or she was afraid to be without it. Afraid to face the world without the behavior pattern. A lot of people will say, I can't figure why I do this. I say "how do you do it?" If you find out how you do it, you can change. So often it goes back to, well I had a traumatic experience coming out of the womb, or I wasn't toilet trained right. I don't mean to be knocking it, I think there's probably some validity to that, but let's look at how you've taken it over. That's what I ask, and people really like that part. It forces them to be responsible, to look at what they do. Pretty soon people begin to ask themselves, 'how do I keep that thing going?' Then they can get some answers.

Q: Couldn't the mind just be transmitting this?

A: Yes, in fact, that is often a disowning. It's like there's some mysterious force, and I'm looking for that magical thing that will tell me why I'm doing it and then I'll have an answer. That's one of the big reasons I say, "don't waste time on it," because it is just a disowning. But there is a how. There is a why as to why we make bad decisions. It's fear. But aside from that I say please forget that why, just ask how.

Q: What are the limitations of this approach? Is it effective with ten year olds or from ages 10 to 18?

A: I'm sure there are limitations. If a person can't understand the language of the person who's working with him, he wouldn't be able to understand the concept. I gave a speech to elementary teachers and asked them about this. When they started understanding some of this material, they said their students could understand the material. I have boys of my own and once in a while I ask them things like this to test it out. They usually don't have a great deal of difficulty and they're about average intelligence. I think you can use it with most people. One of the things you've got to be careful of is that dumbness

is often a self-defeating behavior pattern and not a reality. A lot of people learn dumbness as a pattern.

Q: But is this mainly for wealthy people?

A: Oh no.

Q: Could you go to a mental hospital and use it?

A: Well, it has been used in a mental hospital.

Q: Have you used it?

A: I haven't, but a person who went through the workshop worked in a State Hospital and used it with people in that setting. She said she made good progress with half of the people. She reported some difficulties with people who were working with psychiatrists at the same time. They played one side against the other. I've personally had some awfully troubled people in my groups and I think it's a lot easier to work with someone who has a strong ego. I think what you need to realize is that the procedure may have to be different from population to population but I'm convinced the concepts fit. When I watch sick people, I watch them creating fear, only more severely. I see them trickier in their techniques. I see them disowning in more severe ways. I see the same things. I wouldn't expect to be able to effectively deal with a group of these people in just 10 hours. I would have to change the procedure to fit the people.

Q: Do you discourage them from meeting afterwards?

A: I don't try to structure that. I see people sitting out in the lobby sometimes talking to each other. I don't try to control that. I just try to take care of workshop time. I don't even make a comment on that.

I gave a talk a short time ago at the University of Michigan. One person commented, "That's why I don't like group work. I knew there was something, but I couldn't figure it out. I let people talk to each other. They talk, and talk, and talk, and they never get where they need to get." It dawned on him that it was that interaction in which, because of fear, people end up manipulating each other, using techniques with

each other, and disowning. How often have you been in a group where somebody gives somebody else feedback and all they've done is to pile a lot of their stuff on somebody else under the guise of honesty? It just confuses everything. It's hard to know where you are. So that's the main reason I don't allow talking between members. Most peop e really like this approach. They say, "I don't have to try to help anybody else, and I don't have to worry about them giving me some feedback. I can just go in there and work on me."

Q: What if a person sees his behavior as self-defeating and he wants to get rid of it but others see it as part of his self-system? Do you ever find that this happens and have you said, "Wait a minute, maybe I'm wrong in this?"

A: No, it never comes up that way. I think I understand what you mean. He sees a bat as a post and somebody else sees it as a baseball bat. His perception is an error and feedback would help to straighten that out?

I think that most of us get enough feedback from life. What often happens is we have ways of handling honest feedback or reality in such a way that we can maintain distortion. What I try to do, if I can, is to get people to quit disowning. I get them to quit making fears and avoiding themselves. I imagine there could be some isolated person that might need that, but I've never run into it.

Q: How well do you get to know these people who are in the workshop? Do you spend some time before and after to get to know them well?

A: I don't get to know them too well. I don't mean to say that I don't sometimes have a very close feeling or that they might. But I don't get to know them. I know very little about their personal life. In fact, they'll talk about techniques they use and I'll probably forget them. The important thing is, they use them. So I don't get to know them very well. I usually remember them if I see them on campus, etc. It's rather businesslike the way I do it. I used to, as a group leader, feel that they need to know me very well personally, but I've gotten away from that. My thoughts are, I know some things that will help

them and I'm just trying to do that. We do ask for feedback in our research. There are places for things like that, suggestions, etc. There's another side of that coin too. You do have a sense that you know them, because you learn about some of the struggles they have, the fears they've created, the techniques they use, disowning, and so on.

Q: It sounds like the leader then, maybe I'm wrong, does most of the talking. Is that true?

A: It's true here. But there's quite a bit of involvement on their part too.

Q: In the working part?

A: Yes.

Q: Verbally?

A: I would say, "What are the fears that you have, or how about you?" Then I'll say, "Don't wait for me to call on you." Soon hands will raise and they'll begin to talk. So I talk back to them. Usually I try to have them look at a little different angle, or at something they missed. I know they need to get involved in a verbal, interactive way or they wouldn't make it.

Q: Have they tried any of this in prisons?

A: I don't know. The reason I say that is a person came to me three months ago. He had a job in a prison. He'd been through a workshop with somebody else at our institution. He took a survey at the prison and tried to assess how many people honestly wanted some help. He said he was really astounded. About 80% of those guys said they were really hungry for help. He went in and interviewed and he said he felt that they were looking for some help in changing defeating behaviors. So he came to me and we spent a couple hours talking about it. What he's done since, I don't know.

I usually go around sharing and if people like it, then they ask me, and I try to share as much as I can. A couple of people in Saginaw, at the drug center, went through a three day workshop with me and I heard

that they're really doing a great job with it but I don't have any data on that.

Q: Could you again clarify that point on verbalization that was asked earlier?

A: The best way to do this would be through direct questioning. After I've taught the disowning concept I say, "Do you understand it? Now, how do you disown?" Many people don't think they disown but, they do blame the past a lot. They might say, "I don't say anything to anybody, but in my mind I think that if my mother and dad had gotten along better I wouldn't be struggling with what I've got." I say, "You're right, that's disowning. How else do you disown?" "I don't know." "Well you've got more ways than that to disown." "Well, I don't know." I say, "I'm going to stay here until you think about it."

Q: During this period of time are all the other participants involved or are they more concerned with their own thing?

A: Well that's their concern. I don't know what they're doing. What happens is, they can all listen.

Q: Do they comment?

A: No. For example, that woman might say, "I sort of do like Bob does. I blame my family too, but I do something else. It just dawned on me right now. I never knew it was disowning." So they may comment like that. But no, they wouldn't say anything like, "Hey, you know in a dormitory I know another way you do it." They wouldn't do anything like that. The main reason is it gets you away from yourself. You have to keep working on yourself. I hope that's helpful.

Also I will teach only one concept a day and make sure they get it.

Q: Why do you use the group instead of individual counseling?

A: That's a good question. I can think of two reasons why I use a group. One, if I spend 12 hours in individual counseling, 20 times 12 working with individuals, it is a big difference in time. I save a lot of my own time and I can see a lot more people if I work in a group. So from an economic viewpoint it's a lot better. But aside from that,

groups are really a good thing, because they trigger off new openings in people. Somebody mentions this is the way they disown, and somebody else sitting over there helps them identify what they do. Another good thing that comes out in a group is that people begin to realize how hard they all work to defeat themselves. It's an astounding thing. I was in a school working with a bunch of teachers and one of them came up and said, "This is a pretty good staff and a pretty good school, yet it's amazing how much time we spend working against ourselves." If you're alone you don't learn that kind of thing. In a group people are able to give examples that are very helpful to other people. I can't stress that enough. This factor plus the fact that if I work with someone individually and try to explain disowning to him, I think to myself that I could be doing this with 20 people at the same time and I would much rather be with 20 people than 1. I don't like to repeat myself 20 times. People learn from each other.

Q: You teach one of these concepts each time. Do you come back to any one of those concepts in later sessions?

A: The sixth session is a review session, where I go over all the concepts, but I take my leads from the people. The second part of the workshop is mostly application of the concepts in specific situations. I'll have somebody take a specific situation and identify the usual behaviors they use. I happen to know what they do to defeat themselves and exactly what they have to do not to defeat themselves. I have them go out and not defeat themselves and see what happens. I have them bring that back and it gives me a chance to give them thoughts on it.

Q: Do you have any special answer, to people who might say, I don't feel vastly inferior, I think I'm pretty well put together but I use 13 of those to a small degree. None of them are really dominant except that I use all of them. Is that in itself a form of disowning?

A: No, it could be very honest.

Q: Then will that person have more difficulty?

A: I don't think so. All you do is apply them to the extent that they fit you. To the extent that maybe I do something 80% and you do it 2%. Then you're just out to change that 2%.

Q: Maybe I've got 10 things at 80%. Someone else has 1 thing they do 50%. Is it harder for me than for them because I have so many different situations in which I have to stop and think--now wait, what choice am I making?

A: I don't think so. The other thought I have is that some people who honestly have been hurt badly and have not owned up to it often have trouble changing. The key may be to be aware of the prices. If a person hasn't become aware of the prices--the cost of doing these things--he might be lackadaisical about it. I don't think the fact that he'd be working on 12 or 13 different situations, if they're not severe, would be much of a factor.

Q: What are the instructions or directions you give with the homework?

A: I leave it a little vague because I want participants to free wheel. But I want it to be connected to the concept that was taught, and their application of it. I say, "Tell me all the struggles you are having, the successes you have having, and the things you don't understand. You can even put things in there about the workshop and the leader, if you want to, and I can respond to it." I try to get them to connect it to the concept. But I try to leave it a little open so they can put things in that I might not have thought about.

Q: In an earlier example the first thing you read about the girl was that she said, "I have no confidence." This was her problem, however, it's still not very clear to me how you get her to realize her feelings of inferiority.

A: The first thing I do is say you've got to look at it in a different way. It's something you're doing. It isn't something you don't have. I first get her to think that lack of confidence is something that is created. If she'll buy that, she'll understand that lack of confidence is something she's doing. She sees she doesn't need to go out and

search for confidence but rather if she wouldn't do lack of confidence she would have it. The question is how do you do lack of confidence? What are the choices you make to do lack of confidence? What are the fears that you have if you were to let lack of confidence go? What are the prices you pay? I try to get the person to focus on that.

Q: Could you further explain a self defeating behavior?

A: O.K., for example, let's say I do lack of confidence. I may do it most in a new situation. In the situation, the first thing a person does is to abandon himself and go with a lack of confidence behavior pattern. Now one of the fears as to why he uses that behavior pattern might be, "I'll be rejected." He's saying I really would be rejected if I was just me. Now I need to get the person to own those fears as a myth. What are the techniques that he uses to do lack of confidence? Well one of the things he might do is put a lot of thoughts in his mind that weren't there; or do a lot of assuming. In doing this he may disown it. One of the prices he pays for doing that, is that he doesn't like himself, he feels uncomfortable, he struggles, he doesn't have good relationships. This may get him to the point where he's willing to make a change.

Q: How do you evaluate the effectiveness of your workshops?

A: I mentioned that we have evaluated about 8 workshops. We've used the MMPI as one instrument before the workshop and 6 months later. The research study had control groups. We also have a questionnaire that was validated against the MMPI and came out quite well. So we have some faith in the questions. The questions cover areas such as frequency of using the behavior, the severity of it, and so on. We also have a film in terms of evaluation. All you have to do is watch the film and see people change. you can see it happen. In a workshop, anxiety goes way down from where it was. Ego strength goes way up. I'm hoping in the future to do a research project with physical symptoms, as I've had people report

physical changes that they think are attributed to going through the workshop. But it hasn't been researched yet.

Summary of Chapter III

The self defeating behavior group concept has been developed and utilized within the last few years. One of the unique features of the SDB groups is the strong direction provided by the group leader. Talking between group members during the training session is not allowed until the end of the program. The program has been well thought out and includes an effective structured format.

The SDB approach, with some adaptation, has been utilized with elementary, secondary, college, and adult populations. Some usage has been made in prison settings. In this chapter Milton Cudney presented the basic principles underlying the SDB group approach along with specific concepts covered in the training sessions.

Elimination of Self-Defeating Behaviors
Research Results

The Elimination of Self-Defeating Behaviors workshop theory and model were developed by using the way the universe creates as a guide in counseling interactions. Since conception of the SDB approach to changing behavior, this universe guide has continued to be followed with the results being that this has been an evolving program. Therefore, the research results reported in these pages are bench marks of the impact or lack of impact of the theory and model at the time the research was conducted.

I shall report research results from four sources. (1) Research conducted by Dr. James Lowe of Western Michigan University, (2) Research conducted by Tom Fiester for his Ph.D. thesis at Michigan State University, (3) First-year research results of an ESEA Title III project called Eliminating Self-Defeating Behavior with Kalamazoo, Michigan, Public Schools, (4) A follow-up of 75 people who experienced a three-day SDB workshop training session.

Lowe, in 1970, used the MMPI and a questionnaire developed for use in SDB workshops to research the first SDB Workshop ever conducted. Significant changes were hypothesized on eight scales. These results are reported in the table below.

I. Five Week Differences Between Pre and Post MMPI Scores

	Scale	X_{pre}	X_{post}	t	p
K	adaptiveness	47.50	52.56	2.92	.005
D	depression	80.50	69.69	2.98	.005
Pt	excessive worry	77.69	71.31	3.43	.005
Si	social introversion	67.87	61.87	2.53	.025
A	anxiety	66.69	59.50	2.18	.025
Es	ego strength	46.19	54.94	3.89	.005
Dy	dependency	66.06	57.87	2.84	.025
Re	responsibility	45.75	46.62	.60	--

Note: N=16. Means are standardized scores

The tables below indicate changes in the frequency, intensity, ease of change, and degree of change of the single self-defeating behavior pattern people tried to eliminate in this first workshop.

II. Differences Between Questionnaire Responses to Frequency, Intensity, and Ease of Changing Behavior

Question	Pre-post			Pre-4 mos.			Post-4 mos.		
	N	x	p	N	x	p	N	x	p
Frequency	15	0	.01	16	0	.01	5	1	.20
Intensity	10	2	.05	9	1	.02	6	2	.35
Ease of Change	9	1	.02	11	2	.05	7	3	-

Note: Total N=16. Adjusted N's omit tied pairs for Sign Test

III. Reported Degree of Change: Post and 4 months follow-up

	Degree of Change				
Time	None	Little	Noticeable	Considerable	Almost Complete
Post	0	5	6	3	1
4-mos	0	3	7	2	3

Note: Sign Test, p .26

IV. Relationships Between Pre-Post MMPI Differences and Pre-Post Questionnaire Differences

	MMPI	p
Frequency	.58	.05
Intensity	.52	.05
Ease of Change	.17	-
Degree of Change	.75	.01

Note: N=15, Spearman rank correlation coefficients adjusted for ties

Fiester, in his research for his doctoral thesis, found that the full workshop model and a partial workshop model (which consisted only of the teaching of the fine concepts) were effective in decreasing the frequency and intensity of self-defeating behaviors as compared to control groups. He also found anxiety was decreased. The Full and Partial models were found to be more effective than the no-treatment control groups in increasing ease and success of behavior change and ego strength.

Fiester also found that the Full Model Workshops do not generally have more impact on self-defeating behavior than the Partial Model although they are more effective in reducing the frequency of self-defeating behavior.

In Fiester's research trained counselors led the workshops on eliminating self-defeating behaviors. Two of the leaders had more experience than the others. Workshop leader experience level was not shown to be a factor influencing the effectiveness of the self-defeating behavior workshops.

The research results reported here for the ESEA Title III Project No. 0781 conducted in the Kalamazoo Schools are taken directly out of the end of the year report submitted to the Michigan Department of Education.

> Of those who participated in the fall classes, 77% reported reductions in the frequency of their self-defeating behaviors. The intensity of the behavior was diminshed by 78%. Eighty-six percent became more confident regarding the ease of changing their self-defeating behaviors. Noticeable progress toward eliminating the behavior was achieved by 92%.
>
> A substantiation of the high degree of behavior change in the participants is provided by the fact that 74% indicated that persons close to them saw either a noticeable or great deal of change in them during the five weeks of the class. An even greater substantiation of the degree of change is given by the fact that 85% of the participants felt they were functioning noticeably different at school.

In the fall of 1971 treatment groups were also compared to control groups. These results are reported in the table below:

Appendix H

Questionnaire #1, Fall 1971

Questionnaire #1 quantifies and measures the following variables:

1. Frequency of self-defeating behavior
2. Intensity of self-defeating behavior
3. Degree of behavior change
4. Nature of behavior change

There are seven (7) questions on the questionnaire which are designed to extract this data. Each of these questions has five (5) possible

answers. For purposes of analysis, these five possible answers were grouped into two (2) categories, desirable or undesirable in terms of the goals of the classes.

Each treatment group was statistically compared to both control groups combined. A significant chi-square ratio implies that the difference in scores between the treatment and control groups is due to the treatment itself. The results are as follows:

Questions	Groups		p
Question #2 Frequency?	Treatment I vs. Control	5.55	.01
	Treatment III vs. Control	5.83	.01
Question #3 Intensity?	Treatment I vs. Control	10.15	.005
	Treatment III vs. Control	8.08	.005
Question #4 Ease of change?	Treatment I vs. Control	10.28	.005
	Treatment III vs. Control	8.13	.005
Question #5 Did you change?	Treatment I vs. Control	28.47	.0005
	Treatment III vs. Control	16.03	.0005
Question #6 Do others notice a change?	Treatment I vs. Control	8.78	.005
	Treatment III vs. Control	6.25	.01
Question #7 Functioning differently at school?	Treatment I vs. Control	7.29	.005
	Treatment III vs. Control	2.53	.10

Many individuals have had personal experience with the self-defeating behavior workshop. In the fall of 1972, an attempt was made to gather subjective information concerning the use of the self-defeating behavior model by 75 of these individuals. Virtually all 75 are professionally oriented individuals who work with others.

Of the 75 individuals questioned, 71 (93%) stated that they are continuing to apply the self-defeating behavior model to their own life. When asked if they are now using the self-defeating behavior model with others, 62 (33%) answered yes. Of the 75 individuals questioned, 23 (31%) have specifically trained others to use the self-defeating model.

Sixty-six (81%) stated that they found the self-defeating behavior model effective for their purposes. However, many expressed problems encountered in their efforts to use the self-defeating behavior model.

The feedback from the 75 individuals questioned revealed some meaningful tentative conclusions. Generally, the self-defeating behavior model can be an effective and efficient instrument in eliminating an individual's self-defeating behavior. Also, it appears to be a model which allows for a great deal of "ripple" effect in two ways:

1) those who use it to eliminate a specific self-defeating behavior in a workshop are able to apply it on a continuing basis to other behaviors outside of the workshop, and

2) those who experience the self-defeating behavior model can teach others the process of eliminating self-defeating behaviors.

The problems encountered by the 75 individuals in their efforts to use the self-defeating behavior model appeared not to be necessarily ones which completely blocked the person's effectiveness with the model. In short, the problems encountered were opportunities for learning creative and effective adaptations of the self-defeating behavior model. For example, some re-wrote lessons to make them more understandable to the population with whom they were working. Others used it in 1 to 1 situations when groups were not available. Still others experimented with the time scheduling of the workshop to meet their specific needs. The problems which appeared to be the most bothersome were job and agency limitations and the self-defeating behaviors of the workshop leaders themselves which they had not eliminated. However, even these two problems were often used as data for further growth and creativity.

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CHAPTER IV
Concluding Comments: Guidelines for Implementation

Robert L. Smith and Garry R. Walz

Developing students' potentials covers an extremely broad area. Three different group approaches, documented by research, have been presented. The first area assists people, through achievement motivation training, to be more effective in becoming what they want to be, in reaching their goals. The second area, human potential training, helps people to expand their goals and to more fully realize what their potentials are. The third group area helps them to focus on and to eliminate those behaviors which are detrimental to achieving full potentiality. A final question is: "What about implementation?"

Certain questions can serve as guidelines in the implementation of programs in psychological education. In the beginning stages, one might ask the following: "What is the purpose?" If the purpose is an external one, it might not be valid. Doing something that we think we should because it's the thing in our profession to do, does not always work. If the purpose combines an external with an internal one, it has a better chance to succeed. During this time you must state your goals very clearly. Second, "What kind of support can I, or will I, obtain within the particular setting?" For example, is this something that students are going to see as worth while? Is this something that the administration, teachers, and the community will support? Third, "What are the resources?" (something beyond the traditional lip service support). This paper covers various concepts related to human potential, achievement motivation, self defeating behavior training. Thirty-five to forty articles on program implementation are included. Now the question is, "How can I put these material resources together?" Beyond that, "What are the human resources that I might be able to utilize within that particular setting? Are there other students that can be utilized to facilitate the group? Or, are there outside people that I can bring in that will help my particular project along?" Fourth, "How can I best piece together these resources?" How can I get, for example, initial interest by students?

What can I do to maintain the group once students are initially interested? There are two areas here. How can I first motivate them to get involved, and second, once they're here, how can I maintain the group? Finally, "How will I know if I accomplished my purpose?" In many studies commercial tests are used. This is not always the best way, but it's one fairly reliable method to use along with others. Another method could be observation. We are all perceptive individuals. We have been trained in this particular area. I think your observations would be very worthwhile in determining what progress group members have made from pre- to post-tests. Also observations from others: teachers, parents, and students. Finally, a case-study approach might be valuable, following up one or two individuals very thoroughly. Those are the five basic questions I would ask myself, before I began a project. In addition to that, I would try to look at what kind of process I would incorporate. If I'm involved in a group project I would think through the concepts covered to identify certain elements that tend to make for a successful group.

There are certain ingredients that successful groups have in common. First, a combination of cognitive and affective group experiences seems essential. You don't want to simply teach to the group. On the other hand, you wouldn't want to set up a group that is simply an expression of feelings running for 14 to 15 weeks. So somehow you'd want to set up a group that combines both areas. You want individuals to take a look at their own behavior, self image, self concepts, and relate that to some concrete ideas, career choice, personal planning, etc. The second ingredient concerning groups is that structured sessions seem to be more effective with students, especially under-achieving students. Students seem to appreciate it if you can supply initial structure. A plan should be made known; for example, we're starting out here, we're going in this direction and we should complete it with goal setting in 3 or 4 or 5 weeks. In this way, students have the structure needed to alleviate the initial fear of a new experience. Within the overall structure, however, there should be a certain amount of flexibility.

Don't keep to one particular structure simply because you set it up that way. For example, in a group I worked with, I initially presented achievement motivation concepts. After 3 or 4 sessions I found it didn't allow them to participate as much as they wanted. They enjoyed part of it, the test of imagination, the achievement of thoughts, but when we got into the Origami game, they said "Everything's done for us. We have some ideas, too." With a group, you have to stop and take a look at your activities and their effects. A third ingredient involves tempering the group to the needs of the students. If students are talking about dating or about something that's not necessarily related to the leader's plans, that may be fine. You can't always cut it off there. You have to deal with that for awhile. A fourth and vital ingredient in a group program is variety. This, once again, applies to maintenance. By variety I mean possible use of simulated games, role models, self evaluative measures. If you're working in the area of career development, you can use a variety of aids--interview techniques, films, video taping equipment, etc. The fifth point is the elimination or avoidance of discrepancies between the group setting and the school setting. For example, in one of Alschuler's studies he allowed the students to act out in a new setting. These students had exhibited self defeating behaviors in the classroom. They were told that they would have fun when they came to a resort type setting. Yet they were required to do a great deal of writing, when using the test of imagination, etc. At the same time, "games" were played, and the students had a difficult time relating the games to the concept of achievement. They didn't know how such a situation was going to help them achieve when there were no given rules to follow. Therefore, the result was chaos. Half of the students left after 2 or 3 days. They couldn't handle such a high degree of change where many discrepancies existed between the group experience and the school experience.

The last point I'd like to stress is "What are some of the criteria that one might use to indicate that an experience had an effect?" Most

of us tend to adopt very innovative learning procedures, but accept very mundane indices or measures of criteria. So if you're going to deal with human potential, consciousness expanding, or various ways to increase self concept, try to think of ways of measuring the kinds of changes that have occurred, determining which are relevant to the experience. Evaluating what you've done can be very difficult and confusing, but it is an essential part of any training program.

In conclusion, one can view the previous work as providing images of potentiality in three areas. The first area is assisting people, through achievement motivation training, to be more effective in becoming what it is they want to be, in reaching their goals. Second, human potentiality--helping people to expand their goals, to more fully realize what their potentials are. The third area is helping them to eliminate those behaviors which are detrimental to achieving full potentiality. These are three very powerful concepts. But what really makes a difference in a given program is the ability of the individual to integrate them in a way that is relevant to his particular goals.

APPENDIX A
Group Reference Listing: An Introduction

The following printed references include: books, journal articles, doctoral research and government funded projects. For someone wanting material which is less research oriented we suggest the book references. Individuals interested in purer research in a given area will likely find several of the journal articles more appealing. Detailed information of program ingredients are usually found in the dissertation and government documents.

The second group of references covers a broader number of areas in comparison to the first group. Some of the areas covered include: volunteer aids in the schools, peer influence, drug education, crisis intervention, contracted behavioral counseling, and simulations.

Many of these areas have been a topic of conversation within, as well as, outside of the school setting. By making these references available the reader is given a clearer direction as to where one would find more detailed information about a given area. Such information might be used simply to increase one's own understanding of a given topic. For someone who is planning to develop a program in one of the areas, or is now working in any one of the areas, the listing may provide an additional reference that could very well stimulate useful ideas for adoption in one's own setting.

The authors do not claim this to be a comprehensive listing. Certainly a large number of very useful references have been omitted. The intention is not to include a complete listing but to include basic references that will be helpful in generating ideas on ways and means that have been successful in working with diversified groups of people.

Group Reference Listing

The following references were chosen because of their potential applicability to a diversified number of settings.

The listing is divided in two areas: (1) Twenty references that deal with concepts and group programs relating to achievement motivation training and (2) Seventeen references that cover a more diverse range of group approaches and special problems.

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APPENDIX B
Guide to Career Goal Accomplishment

The following, Guide to Career Goal Accomplishment, has been adopted by the lead author from a Plan to Achievement, utilized in other studies (Tang, K., 1970). It is included to provide the reader with some indication as to ways in which achievement motivation research and training can be related to career development planning and exploration. The Guide serves as a roadmap one can follow to explore a number of career interest areas.

GUIDE TO CAREER GOAL ACCOMPLISHMENT

This paper is designed to help you create a plan for attaining a long range career goal which is important to you. The steps are modeled after the way many people think when they are in the process of accomplishing something significant. Following these steps should help you improve your ability to achieve goals.

Pick the career goal or goals you most want to work on in _____ (state deadline) _____ . In choosing this goal you should consider:

1. The importance of the goal.
2. The ease of attainment.
3. Whether the goal is in conflict with other goals (and would, therefore, require working on those other goals.)

The main thing is to get clearly in mind what you are striving for. The following guide should help you do this:

I. Define Your Career Goal

State as exactly as possible what goal you want to achieve by _____ (state deadline) _____ .

_____

_____

_____

Now think about your goal in terms of the following:

(Need) How important is it that you achieve this goal? _____

_____

_____

(Conflicts) How does this goal relate to other goals? What conflicts are there? _____

_____

Success Feelings) How will you feel when you attain this goal? _____

_____

_____

(Failure Feelings) How will you feel if you do not attain this goal? (Try to imagine again. What are your feelings?) _____

_____

(Hope of Success) What do you think about your chances of succeeding. What will happen if you do succeed? _____

_____

(Fear of Failure) What will happen if you fail? _____

_____

II. Plan to Accomplish Your Goal

Now that you have defined your goal, the next step is to plan how to achieve it. You should consider the following items:

1. Personal shortcomings to be overcome.
2. Obstacles in the world to be overcome.
3. Actions which you can do to achieve your goal.
4. Help you can get from others.

The first two items refer to things which can prevent you from reaching your goal. The last two items refer to things which you and others can do to achieve your goal.

A. Removing Obstacles

What personal shortcomings will keep me from achieving my goal?

1. _____
2. _____
3. _____
4. _____

What obstacles in the world will keep me from achieving my goal?

1. _____
2. _____
3. _____
4. _____

Obstacles or Shortcomings	What I can do about it
_____	_____
	_____
	_____
	_____
_____	_____
	_____
	_____
	_____
_____	_____

B. Planning Action

What specific things can I do which will move me toward my goal?

1. _____
2. _____
3. _____
4. _____
5. _____

C. What Resources Will Help Me Achieve the Goal?

Who can help me achieve my goal?	What will I ask of them?
1. _____	_____
	_____
	_____
2. _____	_____
	_____
	_____
3. _____	_____
	_____
	_____
	_____

APPENDIX C

Workshop Evaluation and Workshop Participants

Comments of workshop members were found to be extremely helpful: It was rewarding to know that, in most cases, the workshop met the needs of participants. The following statements summarize participants' reactions.

(1) Several people mentioned they would now be able to incorporate the concepts in their home setting.

(2) When asked what was the most impressive or valuable part of the program, the answers varied and were well divided in regard to the three approaches covered: Achievement Motivation, Human Potential, and Self Defeating Behavior Group Concepts.

(3) Suggestions for topics at future workshops were also helpful, and included:

   a. Concentrating on direct applicability of achievement motivation concepts to classroom situations, since many of the participants were teaching.

   b. Experiencing self defeating behavior concepts in more detail.

(4) Several regional workshops were requested and the ERIC staff hopes to accomodate some of these requests.

Participants of the Workshop on "Developing Students Potential" included:

1.	Anderson, Mary A. RD 1 Box 50B-North East, Md 21901 Home: 302-737-3403 Business: 301-287-5415	Career Counselor, Cecil Voc. Tech. Univ. of Delaware (M. Ed.) Wellesley College (M.A.) Middlebury College (B.A.)
2.	Ayre, Stan G. 150 E. Pineview-Saginaw, MI 48603 Home: 642-8471 Business: 792-5851	Guidance Counselor, Swan Valley Western Michigan Univ. (B.S.) Eastern Michigan Univ. (M.A.) Central Michigan Univ. (SP. in progress)
3.	Bower, Marge E. 520 W. Aldine Ave.-Chicago, IL 60657 Home: 312-281-5245 Business: 312-452-7272	High School Counselor Elmwood Park High School University of Michigan (B.A.) Loyola University (M.A.)
4.	Brooks, Ron 412 N. Division-Ann Arbor, MI 48104 Home: 769-4079 Business: 763-3151	Counselor University of Michigan Eastern Michigan Univ. (B.M.)

5.	Burke, Clarence M. 2250-2 Cram Place-Northwood- Ann Arbor, MI 48104 Home: 663-6954 Business: None	Teacher Education Department of Education, Port Moresby, Papua Newguine Michigan State University (M.A.)
6.	Case, Margaret (Mrs.) J. 1030 Hollywood-Monroe, MI 48161 Home: 241-6699 Business: 241-0330	Counselor Monroe High School Northwestern University (B.S.)
7.	Clement, Dolores T. 34557 Fountain-Westland, MI Home: 427-4838 Business: None	Teacher - 6th Grade None University of Michigan (B.A.)
8.	Conlin, Dorothy L. 1520 Cambridge Rd.-Ann Arbor, MI Home: 662-5226 Business: 475-3471	Counselor, Chelsea High School University of Michigan (B.A.) University of Michigan (M.S. in Ed.)
9.	Conover, Karen D. 5814 Griggs Dr.-Flint, MI 48504 Home: 789-8852 Business: None	English and Reading Teacher Southwestern High School University of Michigan (A.B.)
10.	Cook, Robert C. 123 Kohler St., Sault Ste. Marie-Ontario, Canada Home: 949-7786 (A.C. 705) Business: 949-2050 (705) ext. 214	Counselor Cambrian College of Applied Arts and Technology Northern Michigan University (B.A.)
11.	Corbishley, Betty A. 1200 Center-Bay City MI Home: TW-34290 Business: 684-0400 ext. 321	Counselor Delta College Michigan State University (M.A.)
12.	Cyran, Dale L. 602 E. Main St.-Flushing, MI Home: 659-8581 Business: None	Teacher Flint Public Schools Borromeo (B.A.)
13.	Davis, David L. 7925 Otto St.-Freeland, MI Home 689-9614 Business: 686-0400	Counselor, Delta College Central Michigan Univ. (M.A.)
14.	Faber, James R. 4898 Woodvellerd-Jackson, MI Home: 782-8849 Business: None	Counselor St. Phillip Catholic Center University of Wisconsin (B.S.) Michigan State University (M.A.)
15.	Fillips, Jules J. Clark Mills Rd.-Whitesboro, NY Home: 315-736-2740 Business: 315-792-4080	Dir. of Pupil Personnel Services Whitesboro Central Schools Columbia University (A.B.) Columbia T.C.
16.	Hamilton, Mary Kay 731 Wolverine-Monroe, MI 48161 Home: CH-16350 Business: CH-10330	Teacher Monroe High School University of Michigan (B.A.)

17. Horner, Kathy J.
723 S. Main-Ann Arbor, MI 48104
Home: 761-2675
Business: 429-4981

Counselor
Saline High School
Western Michigan University (B.A.)
University of Michigan (M.A.)

18. Ladley, Carol A.
2885 Bynan Dr.-Ypsilanti, MI
Home: 434-0072
Business: None

Teacher-Math/Science
Swartz Creek Community Schools
University of Michigan (B.S.)

19. Lee, Billie Louise
P. O. Box 742-SLU, Hammond, LA
Home: 601-362-2268
Business: 504-354-1400
ext. 293, 307

Asst. Prof. Ed.
Southeastern LA University
Oakwood College (Alabama) (B.S.)
Illinois Univ. (Southern) (M.S.)
Ball State Univ. (IN) (Ed.D)

20. Moore, John H.
8318 S. Langley-Chicago, IL
Home: VI-61896
Business: 974-4300

Counselor
Moraine Valley Community College
Chicago State (Bac. Educ.)
Loyola (M.A.)

21. Murphy, Eileen A.
1008 S. 29th #2 Omaha, NE 68105
Home: 402-341-8498
Business: 712-323-7508

School Counselor, Council Bluffs
Public Schools, Bloomer Jr. Hi.
Briar Cliff College (B.A.)
University of Pittsburgh (M.Ed.)

22. Muskovitch, Vera D.
2319 Skore Rd.-Ann Arbor, MI
Home: 665-9561
Business: None

Student
University of Michigan
Toronto, Canada (B.A.)
Evansville, IN (M.A.)

23. Petersen, Mildred Anne
216 Cottage Ave.-Plainwell, MI
Home: MV-25341
Business: None

Speech Path/Counselor
Plainwell Community Schools
Western Michigan Univ. (B.S.),
(M.S.) and (M.A.)

24. Peterson, Judith A.
5349 W. Dunbar-Monroe, MI 48161
Home: 241-6207
Business: None

Teacher
Monroe High School
Western Michigan University (B.S.)

25. Primus, John C.
West Coleman-Hammond, LA
Home: 345-4483

Teacher-Social Studies and Math
Perrin Jr. High, Ponchatowla, LA
Southern University (B.A.)

26. Reyher, Nadine E.
328 N. Eagle-New Buffalo, MI
Home: 616-497-4477
Business: 872-8691

School Social Worker
Michigan City Area Schools
Valparaiso University (B.A.)

27. Rubin, Lorraine H.
2838 W. Jarvis-Chicago, IL 60645
Home: 465-6765
Business: 966-3800 ext. 29

Counselor
Niles Township High School-North
Northwestern Michigan Univ. (B.A.)
Northwestern Michigan Univ. (M.A.)

28. Rude, William R.
1716 Saxon St-Ann Arbor, MI
Home: 662-5391
Business: 971-4800

Junior High School Counselor
Ann Arbor Public Schools
University of Michigan (B.S.)
University of Michigan (M.A.)

29.	Sandrock, Coy P. 20014 Maplewood-Livonia, MI Home· 476-0638 Business KE-54000	Counselor Thurston High School Texas Christian (B.S.) Wayne State (M.Ed)
30.	Secor, Virginia K. 15817 Loveland-Livonia, MI 48154 Home: 425-8415 Business: KE-54000	Counselor Thurston High School Northwestern Michigan Univ. (B.S.) University of Michigan (M.A.)
31.	Sekerka, Stan 173 Harper-Saline, MI Home: 429-4782 Business: 429-4981	Elementary Principal Saline Michigan University of Toledo (B.S.) University of Indiana (M.S.)
32.	Shelley, Norman G. 436 Theodore Dr.-Monroe, MI Home: 241-8498 Business: 241-0330	Counselor Monroe Public High School Bowling Green University (B.S.) Univ. of Michigan (27 hr. on M.A.)
33.	Suss, Wendy E. 1512 Brooklyn-Ann Arbor, Mi Home: 769-0049 Business: None	ERIC Intern, Ph.D. Program, Part time Psych. Teacher, U of M University of Michigan (M.A.) University of Michigan (B.S.)
34.	Thompson, Wayne H. 10259 Gorney Dr.-Temperance, MI Home: 313-856-4340 Business: 313-847-3315 ext. 280	Counselor Bedford Public Schools Eastern Michigan University (M.A.)
35.	Truesdale, Elizabeth H. 56 Woodland Rd.-New Canaan, CT Home: 203-966-1500 Business: 203-637-1744	Counselor Greenwich Public Schools-CT Randolph-Macon Woman's College (B.A.) University of Virginia (M.Ed.)
36.	Wilens, Norma J. 50 Pokagon-New Buffalo, MI 49117 Home: 469-0482 Business: 462-8991	Social Worker Michigan City School System George Wms. College (B.S.)
37.	Wilson, Richard L. 19935 Maplewood-Livonia, MI Home: 474-7798 Business: 626-0212	Counselor North Farmington High School University of Michigan (B.S.) University of Michigan (M.S.)
38.	Wiltse, Cheryl L. 1189 River Valley Dr. Apt 9 Flint, MI 48504 Home: 732-1141 Business: Same as Above	Classroom Teacher-English-Reading Carman School District Michigan State University (B.A.)
39.	Wlodkowski, Raymond J. 4212 N. Farwell-Milwaukee, WI Home: 354-3956 Business: 414-963-4691	Assistant Professor University of Wisconsin-Milwaukee Wayne State University (Ph.D.) Wayne State University (M.A.) & (B.A.)
40.	Wolff, Harry L. 2840 Hampshire-Saginaw, MI 48601 Home: 517-754-7538 Business: 517-686-0400	Counselor Delta College Central Michigan University (M.A.)